



RIDER
UNIVERSITY

2018 - 2019
Academic Catalog

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Lawrenceville Campus

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- Graduate Programs and Certificates (p. 714)

Westminster Choir College – Princeton Campus

- Undergraduate Majors and Minors (p. 1080)
- Graduate Programs and Certificates (p. 1125)

UNDERGRADUATE

Rider University's Vision and Mission

Rider's Vision

Rider University will be a premier, forward-looking university known for its Engaged Learning Program that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant living and learning community, challenges students, excites their imaginations and instills in them excellence in thought and action, preparing them for highly engaged and fulfilling professional and personal lives.

Rider's Mission

Rider University welcomes students from throughout the region, across the nation, and around the world who seek to be challenged and supported as active members of our inclusive and vibrant living and learning community. Committed to student growth, transformation and leadership, we connect rigorous academic, artistic and professional programs of study with a rich array of learning experiences that engage students inside and outside the classroom. We prepare graduates to thrive professionally and to be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.

Our students, alumni, faculty, staff and administrators live the **RIDER PROMISE** by being forever:

Prepared to contribute meaningfully to the changing world in which they live and work

Respectful of all people, rights, freedoms and individual differences

Open to a life of independent learning

Motivated to be responsible citizens who support the common good

Innovative, creative and resourceful

Skilled and thriving professionals, educators, artists and performers

Engaged in their communities as leaders and role models

Accreditations

Rider University is regionally accredited by the Middle States Commission on Higher Education.

The University also holds many specialized accreditations that 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. 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) and Council for the Accreditation of Educator Preparation (CAEP). 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 (NASP) accreditation.

Rider's B.S. Chemistry program is approved by the Professional Training of the American Chemical Society.

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

Notice of the Title IX Coordinator

As a community of educators and learners, Rider University is committed to fostering an environment dedicated to learning and mutual respect as reflected in the University's mission, Statement of Community Values, Anti-Harassment and Non-Discrimination Policy and Title IX. All students, faculty, administrators and staff at the University have the right to expect an environment that allows them to enjoy the full benefits of their work or learning experience. The University, therefore, does not condone violations of its Anti-Harassment and Non-Discrimination Policy and treats all allegations about violations very seriously. As outlined in the Anti-Harassment and Non-Discrimination Policy ([www.rider.edu/ahnd](http://www.rider.edu/sites/default/files/docs/anti-harassment-non-discrimination-2015-16_v08012016.pdf)) (http://www.rider.edu/sites/default/files/docs/anti-harassment-non-discrimination-2015-16_v08012016.pdf), the University prohibits all forms of discrimination, harassment, sexual assault, sexual misconduct, sexual harassment, dating violence, domestic violence and stalking.

Rider University is an Equal Opportunity and Affirmative Action Employer.

No one will be denied employment at, admission to, or the opportunity to participate in educational programs and activities at the University on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation, gender identity, national origin, ethnicity, status as a Vietnam-era qualified disabled veteran or other protected veteran, or status as a member of any other protected class under federal or state law. The University does not discriminate on the basis of any of the aforementioned protected bases in the recruitment and admission of students, the recruitment and employment of faculty, administrators and staff, and the operation of any of its programs and activities.

The Associate Vice President for Human Resources serves as both the Affirmative Action Officer and the Title IX Coordinator for the University, and is the resource available to anyone seeking additional information or wishing to file a complaint related to Affirmative Action and discrimination on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation, gender identity, national origin, ethnicity, status as a Vietnam-era, qualified disabled veteran or other protected veteran, or status as a member of any other protected class under federal or state law.

The Affirmative Action Officer and the Title IX Coordinator for the University may be contacted as follows:

Robert Stoto

Associate Vice President for Human Resources/Title IX Coordinator and Affirmative Action Officer

Moore Library, Room 108

609-895-5683

rstoto@rider.edu

Rider University is an Equal Opportunity and Affirmative Action Employer. The Associate Vice President for Human Resources serves as both the Affirmative Action Officer and the Title IX Coordinator for the University, and is the resource available to anyone seeking additional

information or wishing to file a complaint related to Affirmative Action and discrimination on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation or national origin. The Associate Vice President for Human Resources is located in Moore Library, Room 108 and can also be reached at 609-895-5683.

Degrees

At its Lawrenceville campus, Rider University offers programs leading to six undergraduate degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Arts and Education, Bachelor of Science in Education, Bachelor of Science in Business Administration, and Associate in Arts.

Undergraduate degrees in Bachelor of Music and Bachelor of Arts in Music are offered at Westminster Choir College on the Princeton campus.

COLLEGES AND SCHOOLS

Originally founded in 1865 as a business college to prepare professionals for the booming post-Civil War economy, in 1959 Rider moved from Trenton to its current 280-acre campus in Lawrenceville, New Jersey. Thirty-three years later, a merger took place between Rider and Westminster Choir College in Princeton, NJ. Considered one of the leading schools of music of its kind in the world, the merger also led to the successful integration of the theatre and dance programs at Rider University and the college, in its entirety, became the Westminster College of the Arts in 2007. Housing both the School of the Fine and Performing Arts and Westminster Choir College, WCA was formed to offer select music and theatre programs on both the Princeton and Lawrenceville campuses, providing a complement to the liberal arts, sciences, education and business programs.

The colleges and schools within Rider University include:

- College of Business Administration (p. 25)
- College of Continuing Studies (p. 113)
- College of Education and Human Services (p. 201)
- College of Liberal Arts and Sciences (p. 299)
- Westminster College of the Arts (p. 1018)

GENERAL SKILLS REQUIREMENTS

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

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

Reading

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

Writing

CMP 115 Intro to Expository Writing¹; CMP 120 Expository Writing (or BHP 100P: Honors Seminar: Great Ideas I) and CMP 125 Research Writing (or CMP 203 Literature and Composition or BHP 150 Honors Seminar: Great Ideas II): 6–9 credits²

Computation

As required by the student's college/school: 3–6 credits²

¹ CMP 115 Intro to Expository Writing will be waived for students who attain a score of 570 or above on the EBRW section of the SAT or ACT 23 or above.

² Preparatory courses (bearing supplemental education units rather than graduation credits) may be required in reading and computation, as determined by placement testing. Supplemental education units count toward a student's academic load and corresponding tuition charges, but do not affect the student's grade point average or credits toward graduation.

HONORS PROGRAMS

- Baccalaureate Honors Program (p. 14)
- Business Honors Program (p. 14)
- Westminster Choir College Honors Program (p. 14)
- Fine Arts Honors Program (p. 15)

Baccalaureate Honors Program

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

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

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

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

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

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

For more information, please see: www.rider.edu/bhp (<http://www.rider.edu/BHP>).

Note: Students in the CBA Business Honors Program can also complete BHP if they wish. They do not have to decide until after completing BHP 100 and BHP 150. They may count any 2 CBA Honors courses toward the BHP certificate, and their CBA senior thesis can be shaped to count for BHP as well.

Business Honors Program

The Business Honors Program is designed exclusively for business majors enrolled in the College of Business Administration. Entering students are automatically considered for the program based on their academic record. Continuing students are invited to join by the director of the program.

Rider's Business Honors Program features cohort learning, which teaches the framework of successful business environments by encouraging teamwork and critical thinking. Students participate in classes with the same group of students for all four years. The cohort creates a powerful learning environment where students gain crucial business skills: the ability to communicate and collaborate, problem-solve, analyze various perspectives, initiate discussions, network and delegate.

Business honors student receive special advising, the opportunity to live in a residential learning community in their freshman year, priority in course registration, and invitations to attend co-curricular events (e.g., art exhibits, film screenings, poetry slams, theater previews, etc.) which are planned by the faculty team.

To complete the Business Honors Programs, students must complete the required number of honors business core classes, write an honors thesis, maintain a minimum overall GPA of 3.4, complete one non-core business honors class and complete a thesis.

Graduation as a Business Honors Scholar requires a minimum overall GPA of 3.4 and a minimum GPA of 3.4 in all business honors courses.

For more information, see the Business Honors section (p. 109) of the catalog under the College of Business Administration.

Westminster Choir College Honors Program

General Remarks

The Baccalaureate Honors Program (BHP) is a University-wide honors program designed to enrich the educational opportunities available to Rider students of proven intellectual capability who are invited to become Baccalaureate Scholars. Interdisciplinary in orientation, the Westminster Choir College program enables Baccalaureate Scholars at Westminster to expand their knowledge and interest in the liberal arts during their music study. Through a series of team-taught seminars, single discipline honors courses and other options for music honors study, as well as an honors thesis, scholars extend their ability to think critically, coherently, and systematically about the great themes, ideals and movements of their human heritage.

Students are invited to join the Westminster Baccalaureate Honors Program as entering freshmen and may apply as currently enrolled freshmen or sophomores. Generally, students with SAT and high school GPA scores in the top 20% of the entering Westminster freshmen class are considered for invitation into the WCC BHP program. Students currently enrolled at Rider University must have at least a 3.3 GPA at the time of application to the program. In order to remain in the Baccalaureate Honors Program, the student must maintain a minimum cumulative GPA of 3.3.

Non-honors students, including juniors and seniors, who have earned a minimum cumulative GPA of 3.5, including juniors and seniors, may enroll in a particular honors seminar course with approval of the Westminster Choir College Honors Program Director. Permission will be given on a space-available basis, with priority given to students in the Honors Program.

In order to graduate with Baccalaureate Honors, Westminster students must complete eight honors courses: at least four interdisciplinary (team-taught) honors seminars, a capstone (thesis) project, and three other honors courses, seminars, or contracts. The Program is supplemented by other honors opportunities at the college and department level, and some graduate courses in music may be allowed as honors courses. All

freshman honors students take BHP 150 Honors Seminar: Great Ideas II, which substitutes for English Composition. Most honors courses fulfill core degree requirements. Students may enroll in honors courses on either campus of Rider University. Individual course descriptions are found in the Rider University catalog. Students should see the Westminster Choir College Honors Program Director regarding guidelines and options for completing honors studies.

Students enrolled at Rider University in the Honors Program may register for graduate courses on the Princeton campus according to the following policies:

Students who have earned at least 60 credits and hold a minimum cumulative GPA of 3.0 may register for 600-level graduate courses upon permission of the instructor, the Honors Program Director, and the Associate Dean.

Students who have earned at least 90 credits and hold a minimum cumulative GPA of 3.80 may register for 700-level graduate courses upon permission of the instructor, the Honors Program Director, the Chair of the department offering the course, and the Associate Dean.

Approval is based upon criteria such as cumulative grade point average, courses taken, and preparation for the particular course requested.

Undergraduate students permitted to enroll in 600- or 700-level graduate courses must complete the same syllabus and requirements that pertain to the graduate students in the course. The grade for the course will be recorded on a graduate transcript.

If a grade of "B-" or higher is earned, the course will be permitted to substitute for an undergraduate honors course. For any course used to meet undergraduate requirements, should the student later decide to enroll in a graduate program of the Westminster College of the Arts, the course cannot be used to meet graduate program requirements. In the event the course is required in the graduate program, the department sponsoring the program will identify a suitable substitution.

Honors seminars are designated on student transcripts, whether or not the student completes the Baccalaureate Honors Program. Upon successful completion of the program, an honors student receives an appropriate certificate. Successful completion also is recorded on the transcript and listed in the commencement program.

Honor Program in Fine Arts

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

ADDITIONAL LEARNING OPPORTUNITIES

Study Abroad

Rider University offers a variety of study abroad opportunities through the Center for International Education (<https://www.rider.edu/offices-services/center-for-international-education>). Students are assisted by CIE staff to find the program that is just right for you. Apply online for all study abroad programs using your Easypass credentials.

Each January term, spring break and May we offer a variety of credit bearing opportunities abroad led by our faculty. For a list of currently offered trips please see Faculty Led Programs (<https://www.rider.edu/academics/academic-programs/study-abroad/faculty-led-programs>) on the website.

No matter what academic program you are in, students may participate in one of Rider's study abroad adventures that works with your degree requirements. Rider offers study abroad opportunities during all academic semesters including over the Summer semester, and some programs offer the opportunity for an Internship. Students can use Rider's search engine to find an approved study abroad program that relate to their required course work. For information about semester or year long Study Abroad programs and availability use Rider's Global Search Engine (<https://rider.studioabroad.com/index.cfm?FuseAction=Programs.SimpleSearch>) to find the right study abroad opportunity for you.

Summer Sessions

The College of Continuing Studies (Bart Luedeke Center, Suite 31) administers the undergraduate summer sessions. The summer sessions include courses scheduled in 3-week or 6-week sessions. Summer I begins in May and Summer II begins in late June or early July. Courses are offered during the day, evening and in an online format. Information regarding summer sessions is available at www.rider.edu/summer (<http://www.rider.edu/summer>). Student registration begins in March.

Leadership Development Program

A program of Rider's Center for the Development of Leadership Skills (CDLS), the Leadership Development Program (LDP) is a university-wide program that is open to all majors. The guiding assumption underlying this program is that every one of us has opportunities to be a leader and a role model for someone. A person does not have to be a CEO, elected official, or designated leader to make a difference.

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

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

Leadership training at Rider combines traditional classroom learning with intensive skill training and supervised leadership experience through co-curricular activities, experiential learning, fieldwork, and community

service. Developmental experiences are provided throughout a student's academic career.

Rider undergraduates of all majors who are interested in advancing their leadership development are invited and encouraged to apply. While first and second year students have the greatest opportunity to complete the program requirements prior to graduation from the university, students in their third year may apply, but are encouraged to speak with the Director of the LDP to assess the likelihood of successful completion. Only applicants with a 2.5 GPA or higher will be considered (first semester Freshmen are exempt from this, as they do not yet have a GPA at Rider).

Upon successful completion of the requirements listed below, students will obtain a Leadership Certificate upon graduation from Rider:

- Foundations of Leadership course (3 credit course – must earn a B or better)
- Leadership Skills Classes (3 skill-building seminars - composed of 9 total classes)
- Ethics or Multicultural Studies elective (3 credit course – must earn a B or better)
- Career Development Workshops
- Community Service Projects
- LDP Program/Workshop Attendance
- Leadership Practicum (200 supervised units of actual leadership experience in clubs, organizations, internships, fieldwork, community service, etc.)
- The maintenance of at least a 2.5 cumulative grade point average (*Applicants with a cumulative GPA of 2.5 or less will not be considered for membership into the LDP)

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

For more information, see Rider's website (<http://www.rider.edu/ldp>). See also Leadership Development Program (p. 79) in the Academic Catalog.

BA, BS/MBA PROGRAM

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

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

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

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

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

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

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

Code	Title	Credits
ACC 210	Introduction to Accounting	3
ACC 220	Managerial Uses of Accounting	3
ECO 200	Principles of Macroeconomics ¹	3
ECO 201	Principles of Microeconomics ¹	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
MSD 105	Quantitative Methods for Business	3
MSD 200 & MSD 201	Statistical Methods I and Statistical Methods II ¹	6
CIS 185	Information Systems Essentials	3
CIS 385	Management Information Systems	3
Total Credits		36

¹ May be considered either business or liberal arts course.

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

Code	Title	Credits
MSD 340	Production and Operations	3

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

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

Code	Title	Credits
PMBA 8000	Executive Communications	1.5
PMBA 8210	Information Technology Management	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics ¹	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8880	Strategic Management	3
Electives		6
Total Credits		34.5

¹ PMBA 8050 Introduction to Calculus or an equivalent calculus course must be completed before the student may take PMBA 8230.

Note: There is not a specific combination BS, BA/MBA program for business majors. All business majors may apply directly to the MBA program. If accepted, the student may be able to complete the MBA within twelve months after undergraduate graduation.

Further information concerning the MBA program is available from the Graduate Business Academic Coordinator, Mrs. Jean Cherney, at (609) 895-5557 or jcherney@rider.edu.

ACADEMIC SUPPORT SERVICES

Rider University offers a wide array of academic support services.

Additional information regarding each of these can be found on Rider's Web site (<http://www.rider.edu/academics/academic-support-services>). (<http://www.rider.edu/academics/academic-support-services>)

Registrar (<http://www.rider.edu/academics/academic-support-resources/registrar>)

Responsible for academic records, registration processing, degree and attendance verification, transcripts, grade reporting, veterans services, and maintenance of the student and course information system.

Career Development and Success (<http://www.rider.edu/careerservices>)

Provides resume assistance, interview preparation, job search/postings, networking, career fairs, graduate school preparation, alumni services, employer partnerships and more.

Student Support Services (<http://www.rider.edu/academics/academic-support-resources/student-support-services>)

A comprehensive academic support program designed to increase performance, retention and graduation rates, primarily of first-generation college students.

Academic Success Center (<http://www.rider.edu/academics/academic-support-resources/student-success-center>)

Offers free tutoring and other programs to enhance learning and development.

Services for Students with Disabilities (<http://www.rider.edu/academics/academic-support-resources/services-students-disabilities>)

Ensures equal access by providing services for all students with qualifying documented disabilities.

Math Skills Lab (<http://www.rider.edu/academics/academic-support-resources/math-skills-lab>)

Offers peer tutoring in individual or group settings to help students develop stronger math concepts and strategies.

Reading Courses (<http://www.rider.edu/academics/academic-support-resources/reading-courses>)

Rider University offers an introductory course in College Reading, CRC 100.

ACADEMIC CALENDAR

Undergraduate Academic Calendar

Fall Semester 2018)

Spring Semester 2019

Fall Semester 2018

September

Date	Activity
2 Sunday	Residences open for new students
2-4 Sunday-Tuesday	Final new student testing and scheduling New student orientation
3 Monday	Residences open for continuing students
5 Wednesday	Day, evening, and online classes begin
5 Wednesday	Alumni audit registration 5:00 pm-7:00 pm
5-11 Wednesday-Tuesday	Schedule changes
12-18 Wednesday-Tuesday	Courses may be dropped

October

Date	Activity
1 Monday	December 2018 degree applications due
15 Monday	Course Selection for spring semester begins

November

Date	Activity
21-25 Wednesday-Sunday	Thanksgiving recess
26 Monday	Classes resume

December

Date	Activity
7 Friday	Day classes end
8-9 Saturday-Sunday	Reading days
10-11 Monday-Tuesday	Final exams
12 Wednesday	Reading day
10-13 Monday-Thursday	Evening final exams
13-14 Thursday-Friday	Final exams
15-16 Saturday-Sunday	Reading days
17-18 Monday-Tuesday	Final exams

Fall 2018 Withdrawal Dates ¹

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

Spring Semester 2019

January

Date	Activity
2 Wednesday	January Term begins
4 Friday	Balance of spring charges due
21 Monday	Martin Luther King, Jr. Day (Closed)
18 Friday	January Term ends
24-25 Thursday-Friday	New student orientation
25 Friday	New student testing and scheduling
26 Saturday	Residences open
27 Sunday	Enrollment clearance
28 Monday	Day, evening, and online classes begin
28-Feb. 1 Monday-Friday	Schedule changes
25 Friday	Deadline for makeup of fall semester incomplete grades

February

Date	Activity
4-8 Monday-Friday	Classes may be dropped
1 Friday	Incoming freshman, transfer and continuing undergraduate students priority deadline for filing federal financial aid forms
15 Friday	Spring 2019 degree applications due

March

Date	Activity
11 Monday	Course Selection for fall semester begins
16 Saturday	Last day of classes before spring recess
17-24 Sunday-Sunday	Spring recess
25 Monday	Classes resume

May

Date	Activity
2 Thursday	Evening classes end
3 Friday	Day classes end
4 Saturday	Saturday classes end
4-5 Saturday-Sunday	Reading Days
6-7 Monday-Tuesday	Final exams
6-9 Monday-Thursday	Evening final exams
8 Wednesday	Reading Day
9-10 Thursday-Friday	Final exams

11-12 Saturday-Sunday	Reading Days
13-14 Monday-Tuesday	Final exams
18 Saturday	Commencement

June

Date	Activity
1 Saturday	Summer 2019 degree applications due
14 Friday	Deadline for makeup of spring semester incomplete grades

Spring 2019 Withdrawal Dates ¹

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

¹ Please refer to www.rider.edu/offices-services/finaid/payments-billing-deposits/refunds (<http://www.rider.edu/offices-services/finaid/payments-billing-deposits/refunds>) for information regarding course withdrawals and refunds.

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

Summer Session 2019

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

Commencement Information

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

Cancellation of Classes

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

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

Students may sign up for Rider Alert at www.rider.edu/rideralert (<http://www.rider.edu/rideralert>)

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

MAJORS, MINORS AND CERTIFICATES

A to Z Listing

Program	Major	Minor	Certificate
Accounting (CBA) (p. 27)	✓		
Accounting (CCS) (p. 113)	✓		
Actuarial Science (LAS) (p. 301)	✓		
Actuarial Science (CBA) (p. 31)	✓		
Allied Health Studies (CCS) (p. 116)	✓		
Allied Health Studies Online (CCS) (p. 119)	✓		
American Studies (p. 304)	✓	✓	
Arts and Entertainment Industries Management (p. 1021)	✓	✓	
Behavioral Neuroscience (p. 308)	✓		
Bilingual Education (p. 272)			✓
Biochemistry (p. 312)	✓		
Biology B.A. (p. 315)	✓		
Biology B.S. (p. 315)	✓	✓	
Business Administration A.A. (CCS) (p. 122)	✓		
Business Administration B.S.B.A. (CBA) (p. 34)	✓		
Business Administration B.S.B.A. (CCS) (p. 124)	✓		
Business Analytics (p. 38)	✓	✓	
Business Basics Certificate (p. 131)			✓
Business/Marketing Education (p. 204)	✓		
Business Plus Certificate (p. 132)			✓
Chemistry B.S./B.A. (p. 322)	✓	✓	
Chinese (p. 327)		✓	
Chinese and Asian Area Studies (p. 329)		✓	
Communication Studies (p. 331)	✓	✓	
Computer Science (p. 341)	✓	✓	
Criminal Justice (LAS) (p. 344)	✓	✓	
Criminal Justice (CCS) (p. 134)	✓		
Dance (p. 1028)	✓	✓	
Early Childhood Education (p. 209)		✓	
Earth and Environmental Sciences (p. 352)		✓	
Economics (LAS) (p. 355)	✓	✓	
Economics (CBA) (p. 41)	✓	✓	
Elementary Education (p. 209)	✓		
Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in a Content Area (p. 209)		✓	
Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in Psychology (p. 209)		✓	
Elementary Education with a concentration in Multidisciplinary Studies (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a Middle School Endorsement (p. 259)	✓		

Elementary Education with a concentration in Multidisciplinary Studies with a minor in Early Childhood Education (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a minor in Special Education (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement (p. 259)	✓		
English (p. 357)	✓	✓	
English as a Second Language Certificate (p. 209)			✓
Entrepreneurial Studies (CBA) (p. 45)	✓		
Entrepreneurial Studies (CCS) (p. 140)	✓		
Entrepreneurship Minor (CBA) (p. 49)		✓	
Entrepreneurship Minor (CCS) (p. 142)		✓	
Environmental Sciences (p. 372)	✓		
Environmental Studies (p. 380)	✓		
Ethics (p. 386)		✓	
European Area Studies (p. 387)		✓	
Event Planning and Production (p. 388)		✓	
Film and Media Studies (p. 390)		✓	
Filmmaking TV and Radio (p. 393)	✓	✓	
Finance (CBA) (p. 50)	✓	✓	
Finance (CCS) (p. 144)	✓	✓	
Finance Minor for Non-business Majors (CBA) (p. 55)		✓	
Financial Management Concentration (p. 50)			
Financial Services Marketing Concentration (p. 50)			
Fraud and Business Forensics Certificate/Concentration (CCS) (p. 147)			✓
Fraud and Business Forensics Concentration (CBA) (p. 57)			
French (p. 405)	✓	✓	
Gender and Sexuality Studies (p. 409)		✓	
General Business Online (p. 148)	✓		
General Business for Non-business Majors (p. 58)		✓	
General Studies (p. 150)	✓		
Geosciences (p. 412)	✓		
Global Studies (p. 417)	✓	✓	
Global Supply Chain Management (http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management)	✓		
Graphic Design (p. 423)	✓	✓	
Health Administration (p. 60)		✓	
Health Care Management (p. 63)	✓		
Health Care Policy (p. 433)	✓		
Health Communication (p. 438)		✓	
Health Sciences (p. 440)	✓		
History (p. 443)	✓	✓	

Homeland Security Policy (p. 449)	✓	
Human Resource Management (CBA) (p. 66)	✓	
Human Resource Management (CCS) (p. 151)	✓	
Information Systems (CBA) (p. 69)	✓	✓
Information Systems (CCS) (p. 154)	✓	
Integrated Sciences and Math (p. 452)	✓	
International Business (p. 75)	✓	
Investment Analysis Certificate (p. 77)		✓
Journalism (p. 461)	✓	✓
Latin American and Caribbean Area Studies (p. 471)	✓	
Leadership Development Program / Certificate in Leadership (p. 79)		✓
Legal Studies (http://catalog.rider.edu/undergraduate/colleges-schools/business-administration//legal-studies-minor)	✓	
Liberal Studies (p. 158)	✓	
Liberal Studies - Marine Ecological Emphasis (p. 473)	✓	
Management and Leadership (CBA) (p. 81)	✓	
Management and Leadership (CCS) (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/management-leadership)	✓	
Management and Leadership/Human Resource Management Double Major (CBA) (p. 85)	✓	
Management and Leadership/Human Resource Management Double Major (CCS) (p. 163)	✓	
Marine Sciences (p. 477)	✓	✓
Marketing (CBA) (p. 89)	✓	
Marketing (CCS) (p. 166)	✓	
Mathematics (p. 484)	✓	✓
Middle School Education (p. 209)	✓	
Movement Science (p. 487)	✓	
Multicultural Studies (p. 489)	✓	
Music Studies (p. 1033)	✓	
Musical Theatre: Musical Direction (p. 1034)	✓	
Musical Theatre: Voice Primary (p. 1050)	✓	
Nursing Online: R.N. to B.S.N. (p. 169)	✓	
Organizational Psychology B.A. (CCS) (p. 171)	✓	
Organizational Psychology B.A. (LAS) (p. 490)	✓	
Organizational Psychology B.S.B.A. (CBA) (p. 94)	✓	
Organizational Psychology B.S.B.A. (CCS) (p. 174)	✓	
Philosophy (http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences//majors-minors-certificates/philosophy)	✓	✓

Physics (p. 499)	✓	
Political Communication (p. 501)	✓	
Political Science (p. 515)	✓	✓
Popular Music Studies (p. 1061)	✓	✓
Premedical Predental Preveterinary Studies (CCS) (p. 176)		
Professional Writing (p. 523)		✓
Psychology (LAS) (p. 525)	✓	✓
Psychology (CCS) (p. 178)	✓	
Psychology Online (p. 188)	✓	
Public Relations (CCS) (p. 195)	✓	✓
Public Relations (LAS) (p. 534)	✓	✓
Sales (p. 101)		✓
SAP Student Recognition Award Certificate (p. 100)		✓
Secondary Education (p. 272)	✓	
Secondary Education and Interdisciplinary Minor in Special Education (p. 272)		✓
Social Media Strategies (p. 543)		✓
Social Work (CCS) (p. 198)		✓
Social Work (LAS) (p. 544)		✓
Sociology (p. 545)	✓	✓
Spanish (p. 552)	✓	✓
Special Education for Elementary Education Majors with a Second Major in a Content Area (p. 209)		✓
Special Education for Elementary Education Majors with a Second Major in Psychology (p. 209)		✓
Sport Management (p. 102)	✓	
Sport Studies (p. 104)		✓
Sports Media (p. 557)	✓	✓
Sustainability Studies (p. 560)		✓
Theatre (p. 1071)	✓	✓
Web Design (p. 561)		✓

By Colleges and Schools

College of Business Administration (p. 22)

College of Continuing Studies (p. 23)

College of Education and Human Services (p. 23)

College of Liberal Arts and Sciences (p. 24)

School of Fine and Performing Arts, (p. 24) Westminster Choir of the Arts

College of Business Administration

Program	Major	Minor	Certificate
Accounting (p. 27)	✓		
Actuarial Science (p. 31)	✓		
Business Administration (p. 34)	✓		
Business Analytics (p. 38)	✓	✓	
Economics (p. 41)	✓	✓	
Entrepreneurial Studies (p. 45)	✓		

Entrepreneurship Minor (p. 49)	✓	
Finance (p. 50)	✓	✓
Financial Management Concentration (p. 50)		
Financial Services Marketing Concentration (p. 50)		
Fraud and Business Forensics Concentration (p. 57)		
General Business for Non-business Majors (p. 58)	✓	
Global Supply Chain Management (http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management)	✓	
Health Administration (p. 60)		✓
Health Care Management (p. 63)	✓	
Human Resource Management (p. 66)	✓	
Information Systems (p. 69)	✓	✓
International Business (p. 75)	✓	
Investment Analysis Certificate (p. 77)		✓
Leadership Development Program / Certificate in Leadership (p. 79)		✓
Legal Studies (p. 79)		✓
Management and Leadership (p. 85)	✓	
Management and Leadership/Human Resource Management Double Major (p. 85)	✓	
Marketing (p. 89)	✓	
Organizational Psychology (p. 94)	✓	
Sales (p. 101)		✓
SAP Student Recognition Award Certificate (p. 100)		✓
Science for Business (http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/majors-minors-certificates/science-for-business)	✓	
Sport Management (p. 102)	✓	
Sport Studies (p. 104)		✓

College of Continuing Studies

Program	Major	Minor	Certificate
Accounting (p. 113)	✓		
Allied Health Studies (p. 116)	✓		
Allied Health Studies Online (p. 119)	✓		
Business Administration A.A. (p. 122)	✓		
Business Administration B.S.B.A. (p. 124)	✓		
Business Basics (p. 131)			✓
Business Plus (p. 132)			✓
Criminal Justice (p. 134)	✓		
Entrepreneurial Studies (p. 140)	✓		
Entrepreneurship Minor (p. 142)		✓	
Finance (p. 144)	✓		
Financial Management Concentration (p. 144)			

Financial Services Marketing Concentration (p. 144)		
Fraud and Business Forensics (p. 147)		✓
General Business Online (p. 148)	✓	
General Studies (p. 150)	✓	
Human Resource Management (p. 151)	✓	
Information Systems (p. 154)	✓	
Investment Analysis (p. 77)		✓
Liberal Studies (p. 158)	✓	
Management and Leadership (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/management-leadership)	✓	
Management and Leadership/Human Resource Management Double Major (p. 163)	✓	
Marketing (p. 166)	✓	
Nursing Online: RN to B.S.N. (p. 169)	✓	
Organizational Psychology B.A. (p. 171)	✓	
Organizational Psychology B.S.B.A. (p. 174)	✓	
Premedical Predental Preveterinary Studies (p. 176)		
Psychology (p. 178)	✓	
Psychology Online (p. 188)	✓	
Public Relations (p. 195)	✓	✓
Social Work (p. 198)		✓

College of Education and Human Services

Program	Major	Minor	Certificate
Bilingual Education (p. 272)			✓
Business/Marketing Education (p. 204)	✓		
Early Childhood Education (p. 209)		✓	
Elementary Education (p. 209)	✓		
Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in a Content Area (p. 209)		✓	
Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in Psychology (p. 209)		✓	
Elementary Education with a concentration in Multidisciplinary Studies (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a Middle School Endorsement (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a minor in Early Childhood Education (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a minor in Special Education (p. 259)	✓		
Elementary Education with a concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement (p. 259)	✓		
English as a Second Language (p. 209)			✓
Middle School Education (p. 209)		✓	

Secondary Education (p. 272)	✓		
Secondary Education and Interdisciplinary Minor in Special Education (p. 272)	✓		
Special Education for Elementary Education Majors with a Second Major in a Content Area (p. 209)	✓		
Special Education for Elementary Education Majors with a Second Major in Psychology (p. 209)	✓		

College of Liberal Arts and Sciences

Program	Major	Minor	Certificate
Actuarial Science (p. 301)	✓		
American Studies (p. 304)	✓	✓	
Behavioral Neuroscience (p. 308)	✓		
Biochemistry (p. 312)	✓		
Biology B.A. (p. 315)	✓		
Biology B.S. (p. 315)	✓	✓	
Chemistry B.S./B.A. (p. 322)	✓	✓	
Chinese (p. 327)		✓	
Chinese and Asian Area Studies (p. 329)		✓	
Communication Studies (p. 331)	✓	✓	
Computer Science (p. 341)	✓		
Criminal Justice (p. 344)	✓	✓	
Earth and Environmental Sciences (p. 352)		✓	
Economics (p. 355)	✓	✓	
English (p. 357)	✓	✓	
Entrepreneurship for Non-business Majors (p. 49)		✓	
Environmental Sciences (p. 372)	✓		
Environmental Studies (p. 380)	✓		
Ethics (p. 386)		✓	
European Area Studies (p. 387)		✓	
Event Planning and Production (p. 388)		✓	
Film and Media Studies (p. 390)		✓	
Filmmaking TV and Radio (p. 393)	✓	✓	
Finance Minor for Non-business Majors (p. 55)		✓	
French (p. 405)	✓	✓	
Gender and Sexuality Studies (p. 409)		✓	
General Business for Non-business Majors (p. 58)		✓	
Geosciences (p. 412)	✓		
Global Studies (p. 417)	✓	✓	
Graphic Design (p. 423)	✓	✓	
Health Communication (p. 438)		✓	
Health Care Policy (p. 433)	✓		
Health Sciences (p. 440)	✓		
History (p. 443)	✓	✓	
Homeland Security Policy (p. 449)		✓	
Integrated Sciences and Math (p. 452)	✓		
Journalism (p. 461)	✓	✓	
Latin American and Caribbean Area Studies (p. 471)		✓	

Liberal Studies - Marine Ecological Emphasis (p. 473)	✓		
Marine Sciences (p. 477)	✓	✓	
Mathematics (p. 484)	✓	✓	
Movement Science (p. 487)		✓	
Multicultural Studies (p. 489)		✓	
Organizational Psychology (p. 490)	✓		
Philosophy (p. 494)	✓	✓	
Physics (p. 499)		✓	
Political Communication (p. 501)		✓	
Political Science (p. 515)	✓	✓	
Professional Writing (p. 523)			✓
Psychology (p. 525)	✓	✓	
Public Relations (p. 534)	✓	✓	
Social Media Strategies (p. 543)		✓	
Social Work (p. 544)		✓	
Sociology (p. 545)	✓	✓	
Spanish (p. 552)	✓	✓	
Sports Media (p. 557)	✓		
Sustainability Studies (p. 560)		✓	
Web Design (p. 561)		✓	

School of Fine and Performing Arts, Westminster College of the Arts

Program	Major	Minor	Certificate
Arts and Entertainment Industries Management (p. 1021)	✓	✓	
Dance (p. 1028)	✓	✓	
Music Studies (p. 1033)		✓	
Musical Theatre: Musical Direction (p. 1034)	✓		
Musical Theatre: Voice Primary (p. 1050)	✓		
Popular Music Studies (p. 1061)	✓	✓	
Theatre (p. 1071)	✓	✓	

The Academic Programs A to Z Chart (p. 21) lists Rider University's majors, minors and certificates alphabetically, along with the college or school (p. 22) that grants each degree, major, minor and certificate. The following definitions explain the difference between majors, minors, tracks, concentrations, and emphases:

Program	Definition
Major	An organized group of courses ranging from introductory through advanced levels. Typically most if not all courses are in a single primary area of study, although some majors include study in multiple disciplines. Undergraduate majors require between 18 and 90 credits, depending upon the liberal arts or professional focus. Graduate majors require between 30 and 45 credits. Entrance into some majors may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the major is listed on the official transcript.

Minor An organized group of courses, typically involving introductory through intermediate levels. While most minors are in a single discipline, Rider University offers several interdisciplinary minors, such as Law and Justice, and Sustainability Studies. Minors are offered at only the undergraduate level, and require between 15-24 credits. Some departments have restrictions on the connection between major and minor options. Entrance into some minors may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the minor is listed on the official transcript.

Track A choice of specialty within a degree, tracks comprise an organized group of courses serving a particular focus within a major. In undergraduate and graduate majors that represent multiple disciplines, tracks indicate a particular disciplinary focus. In a single discipline major with tracks, each track represents a singular focus, often representing a liberal arts or professional path. In some cases, a track represents a sub-specialization within the major field. Entrance into some tracks, particularly those that represent a particular disciplinary focus, may require prerequisites, portfolios, auditions, or other forms of assessment. Tracks require between 21 and 52 credits. Upon completion of all requirements, the track is listed on the official transcript along with the major field of study.

Concentration Concentrations, such as English Literature or English Writing, represent a specialty or focus within an undergraduate or graduate major field of study. Typically, a concentration unites courses around content or a particular theme. Concentration requirements are a portion of a major, not the entire major itself. In some cases, concentrations refer to an interdisciplinary combination. Entrance into some concentrations may require prerequisites, portfolios, auditions, or other forms of assessment. Undergraduate concentrations require between 12 and 36 credits; graduate concentrations range from 9 to 18 credits. Upon completion of all requirements, the concentration is listed on the official transcript along with the major field of study.

Emphasis Typically an organized group of courses in a single discipline, the emphasis represents a subset of credits within an undergraduate or graduate major. The emphasis provides a coherent focus of study within a discipline, which may or not be in the major field. Typically an emphasis represents less than a third of the total major credits, mostly ranging from 15 to 19 credits. Entrance into some areas of emphasis may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the emphasis is listed on the official transcript along with the major field of study.

College of Business Administration

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

In each of its majors, the College of Business Administration (CBA) seeks to develop in students the skills needed to perform effectively in a variety of organizational settings—small business, multinational

corporation, service industry, not-for-profit, family company, Wall Street—depending upon the student's interests and goals. Each program is designed to provide an educational experience for the whole person by combining theory and practice. Business students participate in a learning environment that offers both the practical skills needed to launch a career and the learning skills needed for continued growth.

Mission Statement

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

The college fosters a supportive and personalized environment in which students develop communication, interpersonal, teamwork, leadership, and critical thinking skills for integrated problem solving.

The CBA infuses current theory and practice into the curricula through professional activity, business partnering, and experiential learning as well as through a combination of discipline-based, pedagogical, and applied scholarly research efforts.

Key Objectives

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

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

To remain strongly competitive, the CBA maintains high visibility and involvement in the corporate community outside of Rider. It seeks to be regarded by that community as a useful and valuable resource of educational knowledge, business and management talent, economic expertise and applied research, as well as an excellent source of college graduates in business. Students and faculty are involved regularly in real business situations through internships, meetings, and programs of the Executive Advisory Council, the CBA Accounting Advisory Council, the CBA Global Supply Chain Management Advisory Board, the CBA Human Resource Management Board, the CBA Entrepreneurship Board, the CBA Business Analytics Advisory Board, and the CBA Marketing and Advertising Board. Students benefit from special programs for the community such as the Volunteer Income Tax Assistance (VITA) program coordinated by the Department of Accounting, Minding Our Business (a

mentoring program of entrepreneurship for inner city students), and many student clubs and organizations.

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

Professional Accreditation

Rider University's College of Business Administration programs were accredited by AACSB International—The Association to Advance Collegiate Schools of Business — in 1993 and most recently reaffirmed in 2017. In addition, the accounting program was further recognized for excellence with accreditation in accounting by AACSB International in 2000 and recently reaffirmed in 2017.

BSBA/MBA Option

It is possible to apply to the graduate business program after completing 90 credits in a Rider undergraduate business degree program. Those students admitted may enter the program upon the completion of the BSBA degree. Courses waived should permit them to graduate with an advanced degree in one year by taking the required graduate course work. See the Graduate Academic Catalog (p. 836) for requirements for the MBA program and the Master of Accountancy degree.

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

Degrees

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

(For master's level work, see the Graduate Academic Catalog (p. 711).)

Fields of Study: Majors, Minors, Concentrations and Certificates

To see the variety of programs of study that the CBA has to offer, please visit the list of Majors, Minors and Certificates (p. 26) available.

Selection of a Major

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

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

Independent Study and Research

Students are offered opportunities for independent study in business-related areas for which formal courses are not available. Each program in the CBA provides these opportunities during the regular semester via offerings labeled 490, Independent Research and Study. Projects may be taken by an individual or a group of students working together.

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

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

Majors, Minors and Certificates

Program	Major	Minor	Certificate
Accounting (p. 27)	✓		
Actuarial Science (p. 31)	✓		
Business Administration (p. 34)	✓		
Business Analytics (p. 38)	✓	✓	
Economics (p. 41)	✓	✓	
Entrepreneurial Studies (p. 45)	✓		
Entrepreneurship Minor (p. 49)		✓	
Finance (p. 50)	✓	✓	
Financial Management Concentration (p. 50)			
Financial Services Marketing Concentration (p. 50)			
Fraud and Business Forensics Concentration (p. 57)			
General Business for Non-business Majors (p. 58)		✓	
Global Supply Chain Management (http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management)	✓		
Health Administration (p. 60)		✓	
Health Care Management (p. 63)	✓		
Human Resource Management (p. 66)	✓		
Information Systems (p. 69)	✓	✓	
International Business (p. 75)	✓		
Investment Analysis (p. 77)			✓
Leadership Development Program / Certificate in Leadership (p. 79)			✓
Legal Studies (p. 79)		✓	
Management and Leadership (p. 81)	✓		
Management and Leadership/Human Resource Management Double Major (p. 85)	✓		
Marketing (p. 89)	✓		
Organizational Psychology (p. 94)	✓		
Sales (p. 101)		✓	
SAP Student Recognition Award Certificate (p. 100)			✓
Sport Management (p. 102)	✓		
Sport Studies (p. 104)		✓	

Accounting

Program Overview

Rider's accounting programs are designed to build professionals. The BSBA in accounting provides students with the skills and knowledge needed for careers with corporations, public accounting firms and governmental organizations.

Accounting majors learn in the classroom, during co-op and internship positions and through ongoing networking opportunities with accounting executives.

Program Objectives:

The Accounting major will prepare students with:

- the ability to apply knowledge of fundamental U.S. accounting techniques and standards to accounting problems and knowledge of emerging IFRS as they become applicable;
- skills in oral and written communication;
- skills in application of information technology skills appropriate for professional tasks;
- skills for problem solving and critical thinking;
- an ability to research accounting and tax issues;
- an understanding of the importance of ethics in the accounting profession and the ability to apply ethical reasoning to accounting decision making.

Curriculum Overview

The BSBA accounting curriculum prepares students for a variety of career paths in the dynamic field of accounting. The curriculum emphasizes technical knowledge, professional development, written and oral communication, information technology, ethics and global perspectives.

The BSBA program has an active co-op and internship program in which students work in paid positions during the semester or summer and earn academic credit for the program. Both the co-op and internship can be completed within the four year program and often lead to full-time employment. The BSBA also offers a business forensic concentration.

Students who want to pursue **CPA certification** can meet the 150 hour requirement for CPA licensure by double majoring in the BSBA program or by continuing in the **4+1 Master of Accountancy (MAcc) program**.

Undergraduate accounting majors are encouraged to work closely with their advisor to select courses which will best address their career and certification plans. Students should consult the specific certification requirements of the state jurisdiction in which they plan to become certified and plan accordingly. To learn more about individual state requirements for CPA licensure see www.nasba.org. (<https://nasba.org/exams/cpaexam>)

Master of Accountancy (4 + 1 MAcc Program)

The 4+1 MAcc program is the fastest growing program in the College of Business Administration. The MAcc prepares students for CPA licensure and allows for an area of specialization. Students may enter the program directly from the BSBA program, and for students with overall and accounting GPA of 3.0, the GMAT requirement for admission is waived. The MAcc can be completed on either a full-time or part-time basis.

Accreditation Information

The accounting program is one of less than 3% of accounting programs worldwide to hold the prestigious AACSB business and accounting accreditation. The accounting faculty are committed to continuous improvement in curriculum, faculty and student preparation.

Degrees Offered

- B.S.B.A. in Accounting
- Master of Accountancy (fifth year program, 4+1)

Contact

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Department Website: (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/accounting>) Accounting (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/accounting>)

Accreditation: Association to Advance Collegiate Schools of Business - Accounting and Business Accreditations (AACSB) (<http://www.aacsb.edu>)

Related Programs (<http://www.aacsb.edu>)

- Business Administration (p. 34)
- Business Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Finance (p. 50)
- Fraud and Business Forensic Concentration (p. 57)
- Fraud and Business Forensic Certificate (p. 147)
- International Business (p. 75)
- Management and Leadership (p. 81)
- Master of Accountancy (p. 781)

Major Requirements

(27 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
Major Requirements		
BUS 210	Intro to Law: Contracts	3
FIN 308	International Finance	3
ACC 302	Cost Management	3
ACC 310 & ACC 311	Acct Theory & Concepts I and Acct Theory & Concepts II	6
ACC 320	Accounting Info Systems	3
ACC 400	Principles of Auditing	3
ACC 405	Acct Problems & Practice	3
ACC 410	Fund of Federal Taxation	3
Total Credits		27

Students who plan to take the CPA exam may, with the Department Chair's permission, take MACC 658 Governmental and Not-for-Profit Accounting during their senior year. These credits may be used to fulfill the 120 undergraduate credit requirement.

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

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

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
ACC 210	Introduction to Accounting	3
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
MSD 105	Quantitative Methods for Business	3
Natural Science Elective		3
Semester Credit Hours		15
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
CBA 102	Career Plan & Perspective I ¹	1
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 302	Cost Management	3
ECO 201	Principles of Microeconomics	3
Social Science Elective		3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
CBA 202	Career Plan & Perspect II ¹	1
Semester Credit Hours		16

Spring Semester

ACC 320	Accounting Info Systems	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
Free Elective		3
Humanities		3
Semester Credit Hours		15

Year 3

Fall Semester

ACC 310	Acct Theory & Concepts I	3
International Business Elective		3
BUS 300	The Legal and Ethical Environment of Business	3
Free Elective		3
Global/Cultural Liberal Arts Elective		3
CBA 302	Career Plan & Perspect III ¹	1
Semester Credit Hours		16

Spring Semester

ACC 311	Acct Theory & Concepts II	3
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Free Elective		3
Leadership Elective ²		3
Semester Credit Hours		15

Year 4

Fall Semester

ACC 405	Acct Problems & Practice	3
ACC 410	Fund of Federal Taxation	3
International Business Elective		3
Global/Cultural Liberal Arts Elective		3
Free Elective		3
Semester Credit Hours		15

Spring Semester

ACC 400	Principles of Auditing	3
BUS 400	Strategic Mgmt and Policy	3
Free Elective		3
Semester Credit Hours		9

Total Credit Hours for Graduation 117

¹ Transfer students may be required to take CBA 336 Career Planning (formerly MGT 336 Career Management) as a substitute.

² Choose from LDP 398 The Co-op Experience Seminar, LDP 200 Foundations of Leadership, LDP 220 Service Learning Through Minding Our Bus, MGT 355 Team Management, or MGT 363 Management Skills. Students taking ACC 399 The Co-Operative Experience are required to take LDP 398 The Co-op Experience Seminar during the co-op semester.

NOTES

- 1. Business Fraud and Forensic Concentration:** Students should take ACC 325 Fraud Examination and Business Forensics in the spring of sophomore year, ACC 321 Internal Auditing in the fall of junior year, and ACC 450 Business Forensic Application in the spring of senior year.

2. **CPA Licensure Requirements for Students Not Entering the MAcc** Students should also work with their academic advisor to plan the additional 30 credits.
3. Students are required to take BUS 210 Intro to Law: Contracts as a free elective, and FIN 308 International Finance as one of the two required international business electives.
4. Global/Cultural Liberal Arts Elective can be satisfied by courses that are designed as global/cultural, including language courses at the 101 level or above.
5. Students are strongly suggested to complete a credit-bearing experiential course (e.g., Internship, Co-op, Study Tour, study abroad, ENT 448 Seminar in Small Business Consulting, ECO 450 Seminar in Economic Research.
6. Students working co-op positions in the spring of their third year will substitute ACC 399 (6 credits of free electives) for CIS 385 and MSD 340. CIS 385 and MSD 340 must be taken in another semester.

3 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
ACC 210	Introduction to Accounting	3
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Free Elective 1 or ACC 325 Fraud Examination & Bus Forensics ¹		3
Semester Credit Hours		16
Summer Semester		
ACC 302	Cost Management	3
Social Science Elective		3
Semester Credit Hours		6
Year 2		
Fall Semester		
ACC 310	Acct Theory & Concepts I	3
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3

FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		19
JTerm		
International Business Elective 1		3
Semester Credit Hours		3
Spring Semester		
ACC 311	Acct Theory & Concepts II	3
ACC 320	Accounting Info Systems	3
CBA 302	Career Plan & Perspect III	1
International Business Elective 2 (FIN 308 Int'l Finance)		3
Leadership Elective		3
Science Elective		3
Semester Credit Hours		16
Summer Semester		
Free Elective 2		3
Free Elective 3		3
Semester Credit Hours		6
Year 3		
Fall Semester		
ACC 400	Principles of Auditing	3
ACC 405	Acct Problems & Practice	3
BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Humanities Elective		3
Semester Credit Hours		18
JTerm		
Free Elective 4		3
Semester Credit Hours		3
Spring Semester		
ACC 410	Fund of Federal Taxation	3
BUS 400	Strategic Mgmt and Policy	3
MAcc 658	Governmental and Not-for-Profit Accounting ((waives ACC 406))	3
Global/Cultural Liberal Arts Elective		3
Free Elective 5		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ Students who wish to complete the Concentration in Fraud and Business Forensics (p. 57) must take ACC 325 Fraud Examination and Business Forensics, ACC 321 Internal Auditing, and ACC 450 Business Forensic Application.

NOTES

1. Assumes no AP or other credits transferred into Rider University.
2. Students are required to take 6 credits of International Business Electives. One of the courses must be FIN 308 International Finance.
3. Business Honors students will have a different sequence.

4. Global/Cultural Liberal Arts electives can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.
5. For the Leadership Elective, choose from LDP 200 Foundations of Leadership, LDP 220 Service Learning Through Minding Our Bus, LDP 398 The Co-op Experience Seminar, MGT 355 Team Management, or MGT 363 Management Skills.
6. It is strongly suggested that students complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448 Small Business Consulting Sem, ECO 450 Seminar in Economic Research).
7. Students are required to take BUS 210 Intro to Law: Contracts as a free elective and FIN 308 International Finance as one of the required International Business Electives.

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

ACC 302 Cost Management 3 Credits

This course focuses on firm strategy and the role managerial accounting information plays in the decision making process. Topics include the balanced scorecard, the value chain, product life cycles, target costing, theory of constraints, strategic pricing, management and control of quality cost systems, traditional and activity-based costing, cost control, standard costs and variances, and capital budgeting.

Prerequisite(s): ACC 220 and CIS 185.

ACC 310 Acct Theory & Concepts I 3 Credits

This is the first upper-level course in a sequence in financial accounting courses. Topics include the conceptual framework, and standard setting process followed by application and evaluation of generally accepted accounting principles including content, and structure of financial statements, present value concepts, current assets, current liabilities, property, plant, and equipment, intangible assets and non-current liabilities are studied. An overview of comparable international financial reporting standards (IFRS) is also included.

Prerequisite(s): ACC 210 and ACC 220.

ACC 311 Acct Theory & Concepts II 3 Credits

This course is a continuation of ACC 310. Topics include long-term investments, stockholders' equity, earnings per share, interperiod income tax allocation, accounting changes, revenue recognition, pensions, leases and cash flow analysis. An overview of comparable international financial reporting standards (IFRS) is also included.

Prerequisite(s): ACC 310.

ACC 320 Accounting Info Systems 3 Credits

This course provides an introduction to accounting information systems and enterprise-wide, process-focused information systems. Topics include quality of data for decision usefulness, internal control concepts and documentation tools, and database theory and applications.

Prerequisite(s): ACC 310.

ACC 321 Internal Auditing 3 Credits

This course provides an introduction to the internal audit profession, including understanding the nature and activities associated with the internal audit process. Topics include: international auditing standards, risk assessment including internal control system evaluation, business processes, and the relationship of management and employee fraud to the internal audit process.

Prerequisite(s): ACC 220.

ACC 325 Fraud Examination and Business Forensics 3 Credits

This course is designed to introduce students to the prevalence of fraud and fraudulent financial reporting in all forms of business, including the many methods used by employees and managers to perpetrate fraud. Topics will include: the motivation of individuals to commit fraud, various types of fraud schemes perpetrated in the workplace, as well as the various tools and techniques that are used to investigate, detect and prevent fraud.

Prerequisite(s): ACC 210.

ACC 335 Small Business Taxation 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ACC 399 The Co-Operative Experience 6 Credits

This course provides the student with a semester long supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and required to complete a work journal, self-assessment and reflection paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Co-op credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): ACC 210, ACC 220, and ACC 310 and permission of department chairperson.

ACC 400 Principles of Auditing 3 Credits

This course provides an introduction to financial statement audits performed by certified public accountants. Topics include corporate governance, the audit environment, professional standards, audit methodology, and audit report preparation. The course also provides an overview of other types of assurance and non-assurance services provided by CPA firms.

Prerequisite(s): ACC 302 and ACC 311.

ACC 405 Acct Problems & Practice 3 Credits

This course provides additional coverage of financial reporting issues and procedures. Topics include business combinations, consolidated financial statements, foreign currency translation, the effects of diversity across countries, disclosure and SEC reporting issues. Governmental and not-for-profit accounting standards are also covered.

Prerequisite(s): ACC 302 and ACC 311.

ACC 406 Integrative Professional Capstone 3 Credits

This course provides an integrative experience that applies financial statement and data analysis tools to a variety of accounting settings. Topics include issues of ethics and professionalism and linkages between accounting methods and company policy, equity valuation, bond ratings and other decision areas.

Prerequisite(s): ACC 405 or permission of department chairperson.

ACC 410 Fund of Federal Taxation 3 Credits

This course provides fundamental federal tax concepts applicable to individuals, partnerships, corporations, estates, and gifts. Topics are considered from a tax compliance and planning perspective. Preparation of individual and corporate tax returns is also included.

Prerequisite(s): ACC 311.

ACC 450 Business Forensic Application 3 Credits

This course is designed so that students to integrate various business disciplines to perform complex investigative cases and analyses, thus demonstrating mastery of the knowledge and skills required to be effective forensic professionals. The course covers how to manage and present digital and technical evidence gathered for forensic litigation cases, including the ability to be an expert witness in court.

Prerequisite(s): ACC 325 and ACC 321.

ACC 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and department chairperson. Available to juniors and seniors.

ACC 491 Accounting Internship 3 Credits

This honors course provides the student with approximately two months of supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Upon completion of course, a letter grade will be awarded.

Prerequisite(s): Permission of department chairperson.

Actuarial Science

Program Overview

In a world of uncertainty, actuaries use mathematics, statistics and computer software to assess and manage financial risk. Considered the backbone of the insurance and financial security industries, actuarial science is a highly regarded field that businesses and government rely on to improve forecasting and decision-making.

Actuarial Science graduates can pursue rewarding careers as actuaries, analysts, consultants, underwriters, brokers, and senior executives with national and regional industry leaders in consulting, health care, insurance, and finance.

Program Learning Outcomes

Students graduating from the Actuarial Science program will be able to

- Be prepared to take the Society of Actuaries (SOA) exams required for employment in the actuarial science profession.
- Demonstrate the proficiency in all three Validation by Educational Experience (VEE) requirements by SOA.
- Write technical reports and make technical presentations containing statistical and actuarial results.

- Apply statistical methods using relevant software to solve real world problems.
- Gain the foundation in finance, mathematics, statistics, and other related fields to continue their study for and take additional SOA exams to advance their career.

Curriculum Overview

The BSBA actuarial science curriculum provides students with a strong foundation in mathematics, statistics, finance, and other key business principles to prepare students for multiple actuarial exams and other requirements to achieve professional certification through the Casualty Actuarial Society (CAS) (<http://www.casact.org>) or the Society of Actuaries (SOA). (<https://www.soa.org/Member>)

Besides specialized knowledge, the skills developed and honed through the curricular and co-curricular activities include keen analytical and problem solving skills, solid oral and written communication skills, and strong computer skills.

In addition, students will develop business acumen and leadership qualities through the business core and leadership requirements.

Degree Offered

- B.S.B.A. in Actuarial Science

Contact

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Associate Professor

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Actuarial Science Major Requirements

(36 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
Required Finance Course		6
FIN 309	Intermediate Corporate Finance	
Required Management Science Courses		9
MSD 320	Quantitative Meth Bus Forecast	
MSD 325	Regression/Analysis Variance	
MSD 350	Compound Interest Theory	
Required Mathematics Courses		21
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
MTH 240	Linear Algebra	
MTH 340	Probability & Stat Analysis I	
MTH 341	Probability & Statistical Analysis II	
Recommended Free Electives ¹		
FIN 307	Financial Markets & Institut	
FIN 308	International Finance	
FIN 312	Investments	
FIN 340	Risk Management	
FIN 360	Derivatives	

HTH 336	Economics of Health Care Sys	
Total Credits		36

¹ Recommended free electives are not required for completion of the major.

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MTH 210	Calculus I	4
Natural Science Elective		3
Semester Credit Hours		16
Spring Semester		
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MKT 200	Marketing Principles	3
MTH 211	Calculus II	4
Social Science Elective		3
Semester Credit Hours		17
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
MGT 201	Fund Management & Org Behavior	3
MTH 212	Calculus III	4
MTH 240	Linear Algebra	3
Semester Credit Hours		17
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
FIN 220	Introduction to Finance	3
Global Cultural Liberal Arts		3
Humanities Elective		3
Leadership Elective		3
Semester Credit Hours		16
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
FIN 309	Intermediate Corporate Finance	3
MSD 350	Compound Interest Theory	3

MTH 340	Probability & Statistical Analysis I	3
Semester Credit Hours		15

Spring Semester

MTH 341	Probability & Statistical Analysis II	3
Global Cultural Liberal Arts		3
International Business Elective		3
Free Elective		3
Free Elective		3
Semester Credit Hours		15

Year 4

Fall Semester

MSD 320	Quantitative Methods for Business Forecasting	3
MSD 340	Production and Operations	3
International Business Elective		3
Free Elective		3
Semester Credit Hours		12

Spring Semester

BUS 400	Strategic Mgmt and Policy	3
MSD 325	Regression/Analysis Variance	3
Free Elective		3
Free Elective		3
Semester Credit Hours		12

Total Credit Hours for Graduation 120

Business Honors students may have a different course sequence.

3 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MTH 210	Calculus I (This plan assumes the student will be receiving AP or transfer credit for MTH 210 Calculus I)	4
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MTH 211	Calculus II	4
Natural Science Elective		3
Semester Credit Hours		20
Spring Semester		
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MKT 200	Marketing Principles	3
MTH 212	Calculus III	4
Social Science Elective		3
Semester Credit Hours		17

Summer Semester

ACC 210	Introduction to Accounting	3
Free Elective		3
Semester Credit Hours		6

Year 2**Fall Semester**

CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 350	Compound Interest Theory	3
MTH 340	Probability & Statistical Analysis I	3
Semester Credit Hours		16

JTerm

Free Elective		3
Semester Credit Hours		3

Spring Semester

ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
FIN 309	Intermediate Corporate Finance	3
MTH 240	Linear Algebra	3
MTH 341	Probability & Statistical Analysis II	3
Humanities Elective		3
Semester Credit Hours		16

Summer Semester

MSD 340	Production and Operations	3
Free Elective		3
Semester Credit Hours		6

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
MSD 320	Quantitative Methods for Business Forecasting	3
Global Cultural Liberal Arts		3
International Business Elective		3
Leadership Elective		3
Semester Credit Hours		18

JTerm

Free Elective		3
Semester Credit Hours		3

Spring Semester

BUS 400	Strategic Mgmt and Policy	3
MSD 325	Regression/Analysis Variance	3
Global Cultural Liberal Arts		3
International Business Elective		3
Free Elective		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

This plan assumes the student will receive AP or transfer credits for MTH 210 Calculus I prior to starting at Rider.

Business Honors students may have a different course sequence.

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are re explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 307 Financial Markets & Institut 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

MSD 320 Quantitative Methods for Business Forecasting 3 Credits

A study of the various quantitative techniques applicable to the problems of forecasting that occur in business and industry. Topics may include the regression techniques of causal modeling, as well as the moving average, exponential smoothing, and Box-Jenkins approaches of time series analysis. All methods are illustrated with the use of realistic forecasts.

Prerequisite(s): MSD 201 or MTH 341.

MSD 325 Regression/Analysis Variance 3 Credits

This course examines the use of applied linear statistical models to adequately describe practical relationships in business and economics. The implementation of a popular statistical computing package to analyze realistic data sets is an important component of the course. Topics include simple and multiple linear regression, model diagnostics and remedial measures, and the analysis of variance.

Prerequisite(s): MSD 201 or MTH 341.

MSD 350 Compound Interest Theory 3 Credits

A thorough treatment of the theory and applications of compound interest. Topics include the measurement of interest, elementary and general annuities, amortization schedules and sinking funds, and bonds and other securities.

Prerequisite: MSD 111 or equivalent. Fall.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

MTH 211 Calculus II 4 Credits

The definite integral, differentiation of transcendental functions, methods of integration and approximate integration, determination of area, volume, and surface area.

Prerequisite(s): MTH 210.

MTH 212 Calculus III 4 Credits

Infinite series; functions of two and three variables, vectors and tangent planes, partial derivatives, multiple integrals, determination of volume and density.

Prerequisite(s): MTH 211.

MTH 240 Linear Algebra 3 Credits

Systems of linear equations; vector spaces; linear independence; determinants; orthogonality; linear maps; eigenvectors.

Prerequisite(s): MTH 210 or as corequisite; sophomore standing; or permission of instructor.

MTH 340 Probability & Statistical Analysis I 3 Credits

Theory of sets and probability; discrete and continuous random variables and probability distributions. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite(s): MTH 212 or MSD 111.

MTH 341 Probability & Statistical Analysis II 3 Credits

Continuation of MTH 340. Foundations of mathematical statistics: normal distributions, estimation, confidence intervals and hypothesis testing; topics chosen from student's t-test, chi-square tests, analysis of variance and regression analysis. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite: MTH 340. Spring.

Business Administration B.S.B.A.

Program Overview

Rider's business administration major provides students with a general business focus, and is ideal for students who do not want to concentrate in a particular functional area, but instead intend to pursue one of the following goals:

- attend graduate school, such as law school or a MBA or Ph.D. program;
- enter a management training or marketing program with a future employer;
- enter a family business or start a new one.

Curriculum Overview

The Business Administration major requires completion of 18 credit hours of upper-level business courses across a variety of disciplines, including: economics, finance, management, and marketing. For graduation students must achieve an overall GPA of 2.0 in the major. Business Administration majors may not count more than six credit hours toward a second major, with the exception of International Business. Students majoring in Business Administration can count up to nine credit hours toward the International Business major.

Degree Offered

- B.S.B.A. in Business Administration

Contact

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Associate Professor and Chairperson
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Program Website: Business Administration (<http://www.rider.edu/busad>)

Associated Department: Marketing, Sport Management and Legal Studies (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/marketing-advertising>)

Related Programs

- Actuarial Science (p. 31)
- Business Analytics (p. 38)
- Business Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Finance (p. 50)
- Global Supply Chain Management (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management>)
- Health Care Management (p. 63)
- Human Resource Management (p. 66)
- Information Systems (p. 69)
- International Business (p. 75)
- Management and Leadership (p. 81)
- Marketing (p. 89)
- Organizational Psychology (p. 94)
- Sport Management (p. 102)

Business Administration Major Requirements

(18 credits)

Code	Title	Credits
Business Core ¹		
See Business Core Requirements (p. 106)		
Courses are to be selected as specified below:		12
One upper-level economics (ECO) elective		
One upper-level finance (FIN) elective		
One upper-level management (MGT) or human resources (HRM) elective		
One upper-level marketing (MKT) elective		
Two upper level business courses which may include:		6

BUS 490	Independent Research and Study	
BUS 491	Business Admin Internship	
Total Credits		18

¹ Courses listed as core requirements may not be used for filling the requirements of the business administration major.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Humanities Elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
Global/Cultural Liberal Arts Elective		3
Free Elective		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
Business Admin Major Elective ^{5 6}		3
Business Admin Major Elective ^{5 6}		3
Leadership Elective		3

Free Elective	3
Semester Credit Hours	16
Spring Semester	
CIS 385 Management Information Systems	3
MSD 340 Production and Operations	3
Business Admin Major Elective ^{5 6}	3
Free Elective	3
Semester Credit Hours	12
Year 4	
Fall Semester	
BUS 400 Strategic Mgmt and Policy	3
Business Admin Major Elective ^{5 6}	3
Business Admin Major Elective ^{5 6}	3
Free Elective	3
Free Elective	3
Semester Credit Hours	15
Spring Semester	
Business Admin Major Elective ^{5 6}	3
Free Elective	3
Free Elective	3
Free Elective	3
Free Elective	3
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ CIS 185 can be taken in the Fall or Spring of Year 1.

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credit Free Elective.

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer students can take CBA 336 Career Planning (formerly MGT 336 Career Management) (3 credits) as a substitute for the Career Planning sequence.

⁵ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.

⁶ Business Administration majors are required to take an upper level ECO Elective, an upper level FIN Elective, an upper level HRM/MGT Elective, an ADV/MKT Elective, and 6 credits of additional upper level business electives for a total of 18 credits.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3

Science Elective	3
Semester Credit Hours	15
JTerm	
MKT 200 Marketing Principles	3
Semester Credit Hours	3
Spring Semester	
CBA 102 Career Plan & Perspective I	1
CMP 125 Research Writing	3
ECO 201 Principles of Microeconomics	3
MSD 200 Statistical Methods I	3
Free Elective 1	3
Social Science Elective	3
Semester Credit Hours	16
Summer Semester	
ACC 210 Introduction to Accounting	3
Humanities Elective	3
Semester Credit Hours	6
Year 2	
Fall Semester	
CBA 202 Career Plan & Perspect II	1
COM 290 Professional/Strategic Speech	3
FIN 220 Introduction to Finance	3
MGT 201 Fund Management & Org Behavior	3
MSD 201 Statistical Methods II	3
Free Elective 2	3
Global/Cultural Elective ¹	3
Semester Credit Hours	19
JTerm	
Free Elective 3	3
Semester Credit Hours	3
Spring Semester	
ACC 220 Managerial Uses of Accounting	3
CBA 302 Career Plan & Perspect III	1
Global/Cultural Elective ¹	3
Leadership Elective ²	3
Major Course Elective 1	3
Major Course Elective 2	3
Semester Credit Hours	16
Summer Semester	
Free Elective 4	3
Free Elective 5	3
Semester Credit Hours	6
Year 3	
Fall Semester	
BUS 300 The Legal and Ethical Environment of Business	3
CIS 385 Management Information Systems	3
MSD 340 Production and Operations	3
International Business Elective	3
Major Course Elective 3	3
Major Course Elective 4	3
Semester Credit Hours	18

JTerm

BUS 400	Strategic Mgmt and Policy	3
Semester Credit Hours		3

Spring Semester

International Business Elective	3
Major Course Elective 5	3
Major Course Elective 6	5
Free Elective 6	3
Free Elective 7	3
Semester Credit Hours	17
Total Credit Hours for Graduation	122

¹ Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as Global/Cultural, including language courses at the 101-level or above.

² For the Leadership Elective, choose from LDP 200, LDP 220, LDP 398, MGT 355, or MGT 363.

Notes:

- The Plan assumes no AP or other credits were transferred into Rider University.
- Students are required to take 6 credits of International Business Electives which can be fulfilled as major courses or as free elective courses.
- Business Honors students will have a different sequence.
- It is strongly suggested that students complete a credit-bearing experiential course (e.g., Internship, Co-op, Study Tour, Study Abroad, ENT 448, or ECO 450.)

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

CBA 102 Career Plan & Perspective I 1 Credits

In this course students will explore their own history, goals and values as input to their definition of success. The course will set the stage for the remainder of students' college career, and will encourage them to draw connections among their career goals, educational performance, extra-curricular experiences, and available resources.

CBA 202 Career Plan & Perspect II 1 Credits

In this course, students will build on their CBA 102 self assessments to identify specific occupations that match who they are and where they want to go. The course will provide students with the understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management skills and apply these skills to develop short and long term career goals and plans for achieving them while at Rider. The course will also touch on the intersection of work and family roles.

Prerequisite(s): CBA 102.

CBA 302 Career Plan & Perspect III 1 Credits

This one credit course will be targeted to second semester sophomores and juniors. In this course, students will build on their CBA 102 and 202 self assessments to develop strategies for a successful job search. The course will provide students with an understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management and job search skills and apply these skills to developing, networks, identify job search resources and enhance resume and interview skills. Students will understand how to research potential employers and translate their experiences into a successful job search strategy.

Prerequisite(s): CBA 102 and CBA 202.

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. CIS 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both CIS 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

CMP 120 Expository Writing 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score greater than or equal to 550 and SAT or.

CMP 125 Research Writing 3 Credits

Introduces students to the process of library research and documented writing. Emphasis will be on the refinement of critical reading, thinking, and writing strategies applied to multiple sources and documented papers. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 120 or BHP 100.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 340 Production and Operations 3 Credits

This course introduces the concepts and techniques of designing and managing manufacturing and service systems and their operations effectively and efficiently. Major topics include product and process design, facility location, forecasting, aggregate planning, inventory management, supply chain management, project management, just-in-time systems, quality assurance, linear programming, and the transportation problem. Current issues such as productivity, global competitiveness, and quality are also discussed.

Prerequisite(s): MSD 105 or MSD 110, MSD 200 or MTH 340, MSD 201 or MTH 341.

Business Analytics

Program Overview

Due to technological advancements and exponential growth in data, businesses are increasingly relying on the use of analytics to create new opportunities, address business challenges and outperform their peers. Companies such as Google, Facebook, Amazon, and LinkedIn rise above their competition through continual innovations driven by actionable business insights uncovered from analyzing their data. With the increasing demand for professionals who are capable of sifting through zettabytes of data to uncover insights and find business value, there is a shortage of talent in the analytics space.

Curriculum Overview

The structure of the program consists of six required courses and two elective courses. The six required courses provide core data analytics skills that are ubiquitously applicable for all analytics professionals. The two electives provide various track options that allow students to customize their program of study based on their choice of career path and interest in a specific industry or a business functional area.

Another key feature of the program is its emphasis on experiential learning through course projects embedded in multiple required courses and a practicum/capstone course that gives students the opportunity to apply their analytical skills to solve a real business problem and to communicate their findings to real-world clients.

Degree Offered

- B.S.B.A. in Business Analytics
- Minor in Business Analytics

Contact

William Amadio, PhD
Associate Professor
Sweigart Hall 368
609-896-5254

amadio@rider.edu (jiashen@rider.edu)

Business Analytics Major Requirements

(24 credits)

Code	Title	Credits
BDA 205	Introduction to Business Data Analytics	3
BDA 360	Optimization and Stimulation	3
BDA 398	Business Data Analytics Practicum	3
CIS 330	Database Management	3
CIS 350	Practical Business Analytics with Excel	3
CIS 360	Data Mining	3
Choose two courses from one of the following tracks:		6
Marketing Track		
MKT 366	Marketing Research	
MKT 367	Marketing Web Analytics	
Finance Track		
FIN 312	Investments	
FIN 315	Financial Modeling	
FIN 360	Derivatives	
Programing Track		
CIS 300	Object-Oriented Programming	
CSC 110	Computer Science I	
Statistics Track		
MSD 320	Quantitative Meth Bus Forecast	
MSD 325	Regression/Analysis Variance	
Global Supply Chain Management Track		
GSC 115	Introduction to Global Supply Chain Mgt.	
GSC 235	Supply Chain External Focus: Customer and Supplier Logistics	
GSC 355	Supply Chain Internal Focus: Firm Operations	
Health Care Management Track		
ECO 450	Seminar in Economic Research	
HTH 215	Population Healthcare Management	
Sport Analytics Track		
SPT 250	Introduction to the Business of Sports	
SPT 322	Sports Analytics	
Total Credits		24

Business Analytics Minor Requirements

(15 credits)

The Minor in Business Analytics is open to all Rider students.

Code	Title	Credits
Prerequisite Courses		
CIS 185	Information Systems Essentials ¹	3
MSD 200	Statistical Methods I	
Required Courses ²		9
CIS 330	Database Management	
CIS 350	Practical Business Analytics with Excel	
CIS 360	Data Mining	
Select two of the following:		6
ACC 320	Accounting Info Systems	

ECO 450	Seminar in Economic Research	
FIN 315	Financial Modeling	
HTH 215	Population Healthcare Management	
MKT 366	Marketing Research	
MKT 367	Marketing Web Analytics	
MSD 320	Quantitative Meth Bus Forecast	
MSD 325	Regression/Analysis Variance	
Total Credits		15

- 1 Business students pursuing the Business Analytics Minor are advised to take GSC 385 in lieu of CIS 385 for their business core requirement.
- 2 Only two CIS courses can count towards both the Information Systems Major and the Business Analytics Minor.
- 3 For non-business students, the following courses can be used as a substitute for MSD 200: MTH 120, ENV 200, PSY 105, PSY 201, POL 230.

4 Year Academic Plan

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing	3
MSD 105	Quantitative Methods for Business ²	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ³	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Humanities Elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ³	1
COM 290	Professional/Strategic Speech	3
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
BDA 205	Introduction to Business Data Analytics	3

FIN 220	Introduction to Finance	3
Global Cultural Liberal Arts Elective		3
Leadership Elective		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ³	1
CIS 330	Database Management	3
Major Elective 1		3
International Business Elective		3
Free Elective		3
Semester Credit Hours		16
Spring Semester		
CIS 360	Data Mining	3
CIS 385	Management Information Systems	3
or GSC 385	or Management Information Systems for Global Supply Chain Management	
MSD 340	Production and Operations	3
Major Elective 2		3
Free Elective		3
Semester Credit Hours		15
Year 4		
Fall Semester		
BDA 360	Optimization and Stimulation	3
Global Cultural Liberal Arts Elective		3
International Business Elective		3
Free Elective		3
Free Elective		3
Semester Credit Hours		15
Spring Semester		
BDA 398	Business Data Analytics Practicum	3
BUS 400	Strategic Mgmt and Policy	3
CIS 350	Practical Business Analytics with Excel	3
Free Elective		3
Semester Credit Hours		12
Total Credit Hours for Graduation		120

¹ CIS 185 Information Systems Essentials can be taken in the Fall or Spring of Year 1.

² Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

³ Transfer students can take MGT 336 Career Management (3 credits) as a substitute for the Career Planning sequence.

3 Year Academic Plan

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3
Spring Semester		
BDA 205	Introduction to Business Data Analytics	3
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Social Science Elective		3
Semester Credit Hours		16
Summer Semester		
ACC 210	Introduction to Accounting	3
Free Elective 1		3
Semester Credit Hours		6
Year 2		
Fall Semester		
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global Cultural Liberal Arts Elective		3
Humanities Elective		3
Semester Credit Hours		19
JTerm		
Free Elective 2		3
Semester Credit Hours		3
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
CIS 360	Data Mining	3
CIS 385	Management Information Systems	3
or GSC 385	or Management Information Systems for Global Supply Chain Management	
Major Elective 1		3
Leadership Elective		3
Semester Credit Hours		16
Summer Semester		
MSD 340	Production and Operations	3
Free Elective 3		3
Semester Credit Hours		6

Year 3**Fall Semester**

BDA 360	Optimization and Stimulation	3
BUS 300	The Legal and Ethical Environment of Business	3
CIS 330	Database Management	3
Global Cultural Liberal Arts Elective		3
International Business Elective		3
Major Elective 2		3
Semester Credit Hours		18

JTerm

Free Elective 4		3
Semester Credit Hours		3

Spring Semester

BDA 398	Business Data Analytics Practicum	3
BUS 400	Strategic Mgmt and Policy	3
CIS 350	Practical Business Analytics with Excel	3
International Business Elective		3
Free Elective 5		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

- Assumes no AP or other credits transferred into Rider University.
- Students are required to take 6 credits of International Business Electives.
- Business Honors students may have a different course sequence.
- Global Cultural Liberal Arts Electives can be satisfied by courses that are designated as global cultural liberal arts including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 398 Co-op Experience Seminar, LDP 200 Foundations of Leadership, LDP 220 Service Learning Through MOB, MGT 355 Team Management, or MGT 363 Management Skills.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448 Seminar in Small Business Consulting, ECO 450 Seminar in Economic Research).

Courses and Descriptions**BDA 205 Introduction to Business Data Analytics 3 Credits**

The primary objective of this course, as the introductory course in a business analytics sequence, is to familiarize students with business analytics and its value, application, and implications in various contexts. This course will utilize lectures, case studies, and guest speeches, and have a major hands-on component. The textbook and lectures will provide conceptual and theoretical knowledge about business analytics, and the students will be introduced in class to various tools and methods for analyzing and visualizing data. Case studies and guest speeches will expose the students to best practices as well as current and practical issues surrounding business analytics in today's organizations.

Prerequisite(s): CIS 185.

BDA 360 Optimization and Stimulation 3 Credits

This course is designed to provide undergraduate students with the current knowledge and practice of optimization and simulation in business analytics. Optimization is an area in business analytics that finds the optimal, or most efficient, way of using limited resources to achieve the objectives of an individual or a business. Simulation is a technique that measures and describes various characteristics of the bottom-line performance measure of a model when one or more values for the independent variables are uncertain. The main focus of this course will be on developing modeling skills by using Excel (and Analytic Solver add-on) to gain insights into a wide variety of business decision problems. First, they will learn how to analyze the problem and choose an appropriate optimization/simulation method. Next, they learn how to formulate the problem in a format that can be implemented in a spreadsheet. Then, they will be taught to use Excel with add-on to solve the problem. Once the results are obtained, the students will be trained to interpret them and conduct sensitivity analyses. Eventually, the students are required to make a recommendation to managers after considering some implementation issues.

Prerequisite(s): BDA 205- Introduction to Business Data Analytics.

BDA 398 Business Data Analytics Practicum 3 Credits

This course develops and sharpens the skills for a successful career in analytical business consulting, such as analysis, critical thinking, presentation, problem solving, and teamwork. This class will develop skills in each of these areas through discussion of the principles underlying best practices and feedbacks in a series of applied exercises and cases that will prepare students to obtain and succeed in analytical business consulting problems. The students will analyze the data provided by professionals from experts in the field, and they will present the project at the end of the semester.

Prerequisite(s): BDA 205; MSD 201 Statistical Methods II; Junior or Senior Standing; Completion of 12 credit hours in business analytics coursework or Permission of Instructor.

Economics**Program Overview**

Rider's economics students master the tools needed to succeed in their careers and in their lives. Studying economics helps develop skills for careers in business, law, teaching, public administration and research, while also building an understanding of contemporary social issues. In this challenging world, few areas of study are more relevant and essential than economics.

Rider economics majors are in demand among consulting firms, corporations, private banking and financial institutions, government agencies and non-profit agencies. Many graduates begin their careers as analysts, then progress to management positions in business and government. An undergraduate degree in economics from Rider also provides outstanding preparation for graduate study in economics, business and law.

Curriculum Overview

Our economics program offers a flexible curriculum that allows you to target your specific career goals, whether you are a business or liberal arts major. The program offers a Bachelor of Science through the College of Business Administration, or a Bachelor of Arts through the College of Liberal Arts, Education and Sciences.

The curriculum allows students to select classes based on their area of interest. For example, a B.A. in economics with a minor in political

science provides an excellent foundation for a career in law or politics. Students with a double major in economics (B.S.B.A.) and finance are prepared for careers in the financial and corporate sectors.

Studies center on macroeconomics and microeconomics. Students become trained in economic theory while learning how to apply principles and concepts to specific problems. This is done via small class sizes so that students can interact closely with faculty.

A minor in economics also is available, allowing students from different fields to study international economics, public policy and economic theory.

Degree Offered

- B.S.B.A in Economics
- B.A. in Economics

Contact

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Associate Professor and Chairperson

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609-895-5164

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Program website: Economics (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/economics>)

Associated Department: Department of Finance (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/finance>) and Economics (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/economics>)

Related programs:

- Finance (p. 50)

Economics Major Requirements

(18 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
ECO 210	Intermediate Macroeconomics	3
ECO 211	Intermediate Microeconomics	3
Select four upper-level (300-400) economics electives		12
Total Credits		18

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

Economics Minor Requirements

(18 credits)

Code	Title	Credits
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3

Select four economics courses, three of which must be at 300-level or above

Total Credits 18

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Humanities		3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 211	Intermediate Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Social Science Elective		3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
ECO 210	Intermediate Macroeconomics	3
FIN 220	Introduction to Finance	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
ECO Major Elective		3
ECO Major Elective		3
Leadership Elective		3
Free Elective ⁵		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Global/Cultural	Liberal Arts Elective	3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Year 4**Fall Semester**

BUS 400	Strategic Mgmt and Policy	3
ECO Major Elective		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Spring Semester

ECO Major Elective		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		12
Total Credit Hours for Graduation		120

¹ CIS 185 can be taken in the Fall or Spring of year 1

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credits Free Elective

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer Students can take CBA 336 Career Planning (formerly MGT 336 Career Management) (3 credits) as a substitute for the Career Planning sequence.

⁵ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3

Spring Semester

CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Free Elective 1		3
Social Science Elective		3
Semester Credit Hours		16

Summer Semester

ACC 210	Introduction to Accounting	3
Humanities Elective		3
Semester Credit Hours		6

Year 2**Fall Semester**

CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
ECO 211	Intermediate Microeconomics	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Elective		3
Semester Credit Hours		19

JTerm

Free Elective 2		3
Semester Credit Hours		3

Spring Semester

ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
ECO 210	Intermediate Macroeconomics	3
Global/Cultural Elective		3
Leadership Elective		3
Free Elective 3		3
Semester Credit Hours		16

Summer Semester

Free Elective 4		3
Free Elective 5		3
Semester Credit Hours		6

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Free Elective 6		3
Major Course Elective 3 *		3
Major Course Elective 4 *		3
Semester Credit Hours		18

JTerm

Free Elective 7		3
Semester Credit Hours		3

Spring Semester

BUS 400	Strategic Mgmt and Policy	3
Int'l Business Elective *		3

Major Course Elective 5 *	3
Major Course Elective 6 *	3
Free Elective 8	3
Semester Credit Hours	15
Total Credit Hours for Graduation	120

* **Students are required to take 6 credits of International Business Electives which can be fulfilled as major courses (ECO 305, ECO 315, ECO 365) or as free elective courses.**

Notes:

- This accelerated plan assumes no AP or other credits were transferred into Rider University.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as Global/Cultural, including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 398, LDP 200, LDP 220, MGT 355, or MGT 363.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., Internship, Co-op, Study Tour, study abroad, ENT 448, ECO 450.)

Courses and Descriptions

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 210 Intermediate Macroeconomics 3 Credits

An analytical study of modern aggregate economic theory. Emphasizes the measurement and determination of income, employment, and price levels, as well as economic policy in theory and practice.

Prerequisite(s): ECO 200 and ECO 201.

ECO 211 Intermediate Microeconomics 3 Credits

This course is designed to give the student a thorough understanding of microeconomic theory. As such, the course will analyze the behavior of both consumers and producers, and how this behavior determines the price and quantity observed in the market. The course objective is to provide students with the necessary theoretical background to enable them to solve meaningful and practical problems. Thus, the course is both theoretical and applied in its orientation. The course will emphasize that economic theory can be used not only to solve market oriented problems, but social and public policy problems as well.

Prerequisite(s): ECO 200 and ECO 201.

ECO 300 Business Conditions Analysis/Forecast 3 Credits

Business conditions change daily. Students study them as they change, learning to understand them in the light of economic theory, learning how each part of the economy is affected, and learning the advantages and limitations of the most reliable forecasting methods.

Prerequisite(s): ECO 200, MSD 201.

ECO 301 Managerial Economics 3 Credits

Intensively examines the theory of the firm with applications to the solution of such managerial problems as demand forecasting, the nature and behavior of costs, and product pricing. Introduces the use of simple mathematical and statistical tools that are employed with economic analysis for solving managerial problems.

Prerequisite(s): ECO 200 and ECO 201 and MSD 201 or permission of instructor.

ECO 305 International Trade and Investment 3 Credits

Studies the theory, institutions, and structures underlying the international flow of trade and investment. Topics are: the theory of international trade; balance of payment analysis; the international monetary system; adjustment to balance of payment disequilibrium; regional economic integration; the economic effects of trade restrictions; and trade and foreign investment problems of developing nations.

Prerequisite(s): ECO 200 and ECO 201.

ECO 315 Comparative Economic Systems 3 Credits

Provides a conceptual framework for classifying and comparing economic systems. Presents theory of the capitalist market economy and case studies of the U.S., Japanese, French, and Swedish economies. Examines theory of the centrally planned economy, its transition, and case studies of the Soviet and its successor states, Chinese, and East European economies. Case studies are necessarily limited, concentrating on selected topics, such as transition strategies, industrial policy, etc.

Prerequisite(s): ECO 200 and ECO 201.

ECO 325 Industrial Organization 3 Credits

Explores the relationship between market structure and performance. Topics include concentration in individual industries, product differentiation and entry barriers, pricing and marketing policies, and antitrust policies and their consequences.

Prerequisite(s): ECO 200 and ECO 201.

ECO 326 Economics of Sports 3 Credits

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association.

Prerequisite(s): ECO 201.

ECO 330 Labor Market Analysis 3 Credits

Intensive study of the economics of the labor market, which examines the determinants of labor supply and demand, and market equilibrium in the labor market. This enables the student to understand what determines wages, labor force participation, occupational choice, the extent of education and training, unemployment, poverty, union membership, and discrimination in the labor market.

Prerequisite(s): ECO 200 and ECO 201.

ECO 335 Economics of the Public Sector 3 Credits

Analyzes the economic roles of government: allocation; distribution; and stabilization. The course examines the tools used by governments, especially the federal government, such as taxation, expenditures, regulations and laws in order to achieve economic goals. The course will give special attention to social regulation.

Prerequisite(s): ECO 200 and ECO 201.

ECO 336 Economics of Health Care Sys 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomic tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

Prerequisite(s): ECO 201 or HTH 205.

ECO 365 Post-Soviet Economy 3 Credits

Studies the contemporary post-Soviet economic system, with emphasis on institutions, policies and issues related to business opportunities in this area. Topics covered include the historic, geographic, political, and cultural setting, planning and plan implementation in the traditional system, current reforms and prospects for the future, with special reference to the foreign trade institutions and experience of foreign firms doing business in the post-Soviet Union and Eastern European countries.

Prerequisite(s): ECO 200 and ECO 201 or permission of instructor.

ECO 450 Seminar in Economic Research 3 Credits

Students in the course learn to conduct economic research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Students are permitted to take ECO 450 up to two times for credit.

Prerequisite(s): Permission of instructor.

ECO 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

ECO 491 Internship/Independent Study 3 Credits

This course is available to qualified economics majors and minors. Evaluation is based on a performance appraisal provided by the participating firm and a project/paper judged by the major's internship director. This course can be used as a business or free elective. Grading is done on a pass/fail basis.

Prerequisite(s): Permission of instructor.

Entrepreneurial Studies

Program Overview

Rider entrepreneurial studies (ES) students develop the skills and knowledge needed to become independent, innovative and informed entrepreneurs. Entrepreneurs look at the world differently, and see opportunity where others do not. The programs emphasize practical experience and holistic thinking, encourage students to develop their own business concepts, and enhance analytical skills through experiential classes.

Entrepreneurs and small businesses are the engines for job creation and economic growth. Career opportunities for entrepreneurial students are as boundless as their creativity, imagination and work ethic. Many employers value students with an entrepreneurial attitude and their ability to think outside the box.

The ES program has two key learning objectives. First, encourage entrepreneurial thinking among students. This entails the ability to recognize, evaluate and pursue opportunities. Second, build professional skills relevant for starting and/or managing a venture. These include research, business planning, and understanding functional aspects of small business management and operations.

Curriculum Overview

Rider entrepreneurial studies students gain an education in business, plus the skills, attitude and experience needed to create new ventures or revitalize established/family businesses. They learn to identify and understand different types of start-up ventures, how to build and present business concepts, and how to evaluate sources of financing for start-up and other types of ventures.

The program's interdisciplinary format offers the option of double majoring with another business discipline, such as management, marketing, finance, sports management, information systems, and others.

Students also can choose the entrepreneurial studies minor, a four-course program that is paired with a major in the College of Business Administration.

Degree Offered

- B.S.B.A. in Entrepreneurial Studies

Contacts

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Program Website: Entrepreneurial Studies (<http://www.rider.edu/entrstudies>)

Center for Entrepreneurial Studies Website: Entrepreneurship (<http://www.rider.edu/entrepreneurship>)

Associated Department: Department of Management (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs

- Entrepreneurial Studies Minor (p. 49)

Entrepreneurial Studies Major Requirements

(18 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
ENT 100	Innovation and Entrepreneurship	3
ENT 348	Small Business Management	3
Select three of the following, at least one of which must be an ENT-prefixed course:		9
BUS 210	Intro to Law: Contracts	
CIS 325	User-Centered Design	
or CIS 340	Electronic Commerce	
ENT 210	Sports Entrepreneurship	
ENT 260	Family Business Management	
ENT 335	Small Business Tax Planning ¹	
ENT 350/FIN 350	Entrepreneurial Finance	
ENT 375	International Entrepreneurship	
ENT 420	Student Venture Experience	
ENT 444	Special Topics	
ENT 448	Small Business Consulting Sem	
MGT 310	Intro to Human Resource Mgmt	
or MGT 363	Management Skills	
ENT 490	Independent Study	
MKT 250	Retailing Management	
or MKT 320	Consumer Behavior	
One integrative experiential course:		
ENT 410	New Venture Planning	3
Total Credits		18

¹ Accounting majors double majoring in Entrepreneurial Studies may substitute ACC 410 Fund of Federal Taxation for the ENT 335 requirement.

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

Students are also encouraged to take ENT 491 Internship and ENT 399 Co-Op as free electives.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
ENT 100	Innovation and Entrepreneurship ⁶	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Humanities Elective		3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
Global/Cultural Liberal Arts Elective		3
Free Elective ⁵		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
ENT 348	Small Business Management ⁶	3
ENT Major Elective ⁵		3
Leadership Elective		3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
ENT Major Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Year 4**Fall Semester**

BUS 400	Strategic Mgmt and Policy ⁷	3
ENT 410	New Venture Planning ⁷	3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Spring Semester

ENT Major Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		12

Total Credit Hours for Graduation 120

¹ CIS 185 can be taken in the Fall or Spring of year 1

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credits Free Elective

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer Students can take CBA 336 Career Planning (3 credits) as a substitute for the Career Planning sequence.

⁵ Students are required to complete 6 credits of International Business electives which can be fulfilled as major courses or as free electives.

⁶ ENT 348 Small Business Management and ENT 335 Small Business Tax Planning can be taken in the Fall or Spring of Year 3.

⁷ BUS 400 Strategic Management and ENT 410 New Venture Planning can be taken in the Fall or Spring of Year 4.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15

JTerm

MKT 200	Marketing Principles	3
Semester Credit Hours		3

Spring Semester

CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
ENT 100	Innovation and Entrepreneurship	3
MSD 200	Statistical Methods I	3
Free Elective 1		3
Semester Credit Hours		16

Summer Semester

ACC 210	Introduction to Accounting	3
Humanities Elective		3
Semester Credit Hours		6

Year 2**Fall Semester**

CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Elective		3
Social Science Elective		3
Semester Credit Hours		19

JTerm

Free Elective 2		3
Semester Credit Hours		3

Spring Semester

ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
Major Course Elective 1 ¹		3
Global/Cultural Elective		3
Leadership Elective ²		3
Free Elective 3		3
Semester Credit Hours		16

Summer Semester

Free Elective 4		3
Free Elective 5		3
Semester Credit Hours		6

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
ENT 348	Small Business Management	3
MSD 340	Production and Operations	3
Free Elective 6		3
Major Course Elective 2 ¹		3
Semester Credit Hours		18

JTerm

Free Elective 7		3
Semester Credit Hours		3

Spring Semester

BUS 400	Strategic Mgmt and Policy	3
ENT 410	New Venture Planning	3
Int'l Business Elective ³		3
Major Course Elective 3 ¹		3
Free Elective 8		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

Footnotes

- ¹ In addition to the three required major courses (ENT 348, ENT 100, and ENT 410), ENT majors must take three additional ENT Major Electives from the following list, at least one of which must be an ENT-prefixed course: BUS 210, CIS 325 or CIS 340, ENT 210, ENT 260, ENT 335, ENT 350/FIN 350, ENT 375, ENT 420, ENT 444, ENT 448, ENT 490, MGT 310 or MGT 363, MKT 250 or MKT 320.
- ² ENT majors have the option of completing MGT 363 for their major requirement as well as for their Leadership Elective requirement. If they choose to do this, they must complete another 3 credit free elective.
- ³ Students are required to take 6 credits of International Business Electives which can be fulfilled as major courses (ENT 375 International Entrepreneurship) or as free elective courses.

Notes:

- This accelerated plan assumes no AP or other credits were transferred into Rider University.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as Global/Cultural, including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 398, LDP 200, LDP 220, MGT 355, or MGT 363.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., Internship, Co-op, Study Tour, study abroad, ENT 448, ECO 450.)

Courses and Descriptions**ENT 100 Innovation and Entrepreneurship 3 Credits**

This course provides students with an introduction to creativity, innovation, and the concept of an entrepreneurial mindset. Students explore the excitement and challenges faced by individuals and businesses as they create, develop, and evaluate innovative business opportunities. We also discuss the probable paths of career development for students pursuing entrepreneurship. In this course, students evaluate their own views of innovation and entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

ENT 260 Family Business Management 3 Credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, succession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member.

Prerequisite(s): MGT 201 and junior standing.

ENT 335 Small Business Tax Planning 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 300.

ENT 375 International Entrepreneurship 3 Credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice.

Prerequisite(s): MGT 201 and junior standing.

ENT 399 Entrepreneurship Co-Op 6 Credits

This course provides students with a semester-long supervised employment with an entrepreneurial firm/organization. Students are required to maintain a journal, complete a reflection paper and are evaluated by the participating firm/organization. Eligible students are entrepreneurial studies juniors or seniors with a 3.0 GPA or better. Co-op credits count as free electives. Grading is on a pass/fail basis.

Prerequisite(s): ENT 348 or permission of program director.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

ENT 420 Student Venture Experience 3 Credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT 410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider.

Prerequisite(s): ENT 348, ENT 410, and permission of instructor.

ENT 444 Special Topics 3 Credits**ENT 448 Small Business Consulting Sem 3 Credits**

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors.

Prerequisite(s): ENT 348 and permission of instructor.

ENT 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and program chairperson. Available to juniors and seniors.

ENT 491 Internship 3 Credits

Entrepreneurship Minor

Program Overview

Rider students wishing to take a minor in entrepreneurial studies will develop the skills and know-how they need to become independent, innovative and informed entrepreneurs. The minor emphasizes practical experience and holistic thinking, encourages students to develop their own business concepts, and enhances analytical skills through experiential classes.

For students in the arts, sciences, business, or education who may want to start or have a significant role in a business, based on their skills and talents, the minor in entrepreneurship can help you reach your dream.

Entrepreneurs and small businesses are the engines for job creation and economic growth. Career opportunities for entrepreneurial students are as boundless as their creativity, imagination and work ethic. Many employers value students with an entrepreneurial attitude and their ability to think outside the box.

The entrepreneurship minor has two key learning objectives. First, encourage entrepreneurial thinking among students. This entails the ability to recognize, evaluate and pursue opportunities. Second, build professional skills relevant for starting and managing a venture. These include research, business planning, and understanding functional aspects of small business management and operation.

Rider entrepreneurship students gain an education in business, plus the skills, attitude and experience needed to create new ventures or revitalize established/family businesses. They learn to identify and understand different types of start-up ventures, how to build and present business concepts, and how to evaluate sources of financing for start-up and other types of ventures.

Minor Offered

- Minor in Entrepreneurship

Contacts

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ekutcher@rider.edu

Program Website: Entrepreneurial Studies (<http://www.rider.edu/entrstudies>)

Center for Entrepreneurial Studies Website: Entrepreneurship (<http://www.rider.edu/entrepreneurship>)

Associated Department: Department of Management (<https://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs

- Entrepreneurial studies major (p. 45)

Entrepreneurship Minor Requirements

Available to both business and non-business majors

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting ¹	3
ENT 100	Innovation and Entrepreneurship	3
ENT 348	Small Business Management	3
MGT 201	Fund Management & Org Behavior ¹	3
Select two of the following:		6
ENT 210	Sports Entrepreneurship	
ENT 260	Family Business Management	
ENT 335	Small Business Tax Planning ²	
ENT 375	International Entrepreneurship	
ENT 410	New Venture Planning	
ENT 420	Student Venture Experience	
ENT 444	Special Topics	
ENT 448	Small Business Consulting Sem	
ENT 490	Independent Study	
Total Credits		18

¹ For business students, this course is already part of the CBA core curriculum.

² Accounting majors may substitute ACC 410 for this course.

Courses and Descriptions

ENT 100 Innovation and Entrepreneurship 3 Credits

This course provides students with an introduction to creativity, innovation, and the concept of an entrepreneurial mindset. Students explore the excitement and challenges faced by individuals and businesses as they create, develop, and evaluate innovative business opportunities. We also discuss the probable paths of career development for students pursuing entrepreneurship. In this course, students evaluate their own views of innovation and entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

ENT 260 Family Business Management 3 Credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, succession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member.

Prerequisite(s): MGT 201 and junior standing.

ENT 335 Small Business Tax Planning 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 300.

ENT 375 International Entrepreneurship 3 Credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice.

Prerequisite(s): MGT 201 and junior standing.

ENT 399 Entrepreneurship Co-Op 6 Credits

This course provides students with a semester-long supervised employment with an entrepreneurial firm/organization. Students are required to maintain a journal, complete a reflection paper and are evaluated by the participating firm/organization. Eligible students are entrepreneurial studies juniors or seniors with a 3.0 GPA or better. Co-op credits count as free electives. Grading is on a pass/fail basis.

Prerequisite(s): ENT 348 or permission of program director.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

ENT 420 Student Venture Experience 3 Credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT 410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider.

Prerequisite(s): ENT 348, ENT 410, and permission of instructor.

ENT 444 Special Topics 3 Credits

ENT 448 Small Business Consulting Sem 3 Credits

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors.

Prerequisite(s): ENT 348 and permission of instructor.

ENT 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and program chairperson. Available to juniors and seniors.

ENT 491 Internship 3 Credits

Finance

Program Overview

Rider's finance program was designed to meet the various career goals of different students. Many fields require an understanding of both the process of making financial decisions and how those decisions will affect others. Rider's finance major combines a solid analytical foundation with broad coverage on how the financial system operates. Programs of study are structured to benefit students who will enter both finance and non-finance careers.

Rider finance majors have found careers regionally and around the world in business, industry, government service and the non-profit sector. Career paths of our finance graduates include portfolio manager, financial analyst, banker, insurance underwriter, financial planner, corporate financial manager, credit analyst, financial consultant and more.

Curriculum Overview

Our diversified program allows students to acquire finance and general business knowledge needed to compete in today's job market.

For example, Rider offers a Certificate in Investment Analysis Program (p. 77) that prepares students for a variety of careers in investments and corporate finance. The program also provides courses for students who plan to take the Chartered Financial Analyst® (CFA) Level 1 Exam.

We also offer concentrations in Financial Management and Financial Services Marketing. The Concentration in Financial Management (p. 51) provides preparation for students who wish to take the Certified Management Accounting (CMA) examinations. This certification can be very worthwhile for those who intend to enter careers in Corporate Finance/Accounting. The Concentration in Financial Services Marketing (p. 51) is designed for students interested in the many careers requiring knowledge of finance as well as strong marketing skills.

Non-business majors might find our Minor in Finance to be a worthwhile addition to their program. They can receive their non-business degree and at the same time acquire considerable business knowledge and skills from our Finance minor (p. 51).

In short our flexible program allows students to customize their major to fit their individual career interests. They can choose from a variety of concentrations and electives. Courses offerings range from investment analysis and portfolio management to financial modeling and personal financial planning.

Degree Offered

- B.S.B.A. in Finance

Contact

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Program Website: Finance

Associated Department/College: College of Business Administration

Related Programs

- Accounting (p. 27)
- Economics (p. 41)
- Entrepreneurial studies (p. 45)

Requirements for the major

(18 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
Major Requirements		
FIN 307	Financial Markets & Institut	3
FIN 309	Intermediate Corporate Finance	3
FIN 312	Investments	3

Three upper level FIN electives (300-400 level), excluding FIN 491 Finance Internship and FIN 399 Finance Co-op.	9
Total Credits	18

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

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

Requirements for the Minor

(Available to all non-business majors)

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
FIN 220	Introduction to Finance	3
Select three of the following:		9
FIN 305	Personal Financial Planning	
FIN 307	Financial Markets & Institut	
FIN 308	International Finance	
FIN 309	Intermediate Corporate Finance	
FIN 312	Investments	
FIN 315	Financial Modeling	
FIN 330	Corporate Cash Management	
FIN 350	Entrepreneurial Finance	
FIN 360	Derivatives	
FIN 370	Financial Analysis and Ethics	
FIN 412	Investment Analysis	
Total Credits		18

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

Finance Concentrations

Financial Management Concentration (p. 51)

Financial Services Marketing Concentration for Finance and Marketing majors (p.)

Financial Management Concentration Requirements

The Financial Management concentration provides preparation for students who wish to take the Certified Management Accounting (CMA) examinations. This CMA certification can be very worthwhile for those who intend to enter careers in Corporate Finance/Accounting.

To enroll in the concentration, a student must have completed the following prerequisites with a minimum grade of "C".

Code	Title	Credits
Prerequisites		
ACC 210	Introduction to Accounting	3
ACC 220	Managerial Uses of Accounting	3

FIN 220	Introduction to Finance	3
Code	Title	Credits
Required Courses		
ACC 302	Cost Management	3
FIN 309	Intermediate Corporate Finance	3
FIN 370	Financial Analysis and Ethics ¹	3
Elective Course		
Select one of the following:		
ACC 321	Internal Auditing	
FIN 315	Financial Modeling	
FIN 330	Corporate Cash Management	
Total Credits		12

¹ The FIN 370 course requirement can be satisfied by completion of both ACC 310 Acct Theory & Concepts I and ACC 311 Acct Theory & Concepts II.

For information on the Financial Management Concentration please contact:

Jason Chiu, Ph.D.
Associate Professor
609-896-5299
Sweigart Hall 262
cchu@rider.edu

Financial Services Marketing Concentration

The Financial Services Marketing concentration is designed for students interested in the many careers requiring knowledge of finance as well as strong marketing skills.

The concentration is open to Finance and Marketing majors in CBA. Students majoring in Finance are required to complete 12 credit hours in marketing coursework; students majoring in Marketing are required to complete 12 credit hours in finance coursework.

Non-business majors may find our minor in Finance to be a worthwhile addition to their program. They can receive their non-business degree and at the same time acquire considerable business knowledge and skills.

Finance Majors

Code	Title	Credits
Required Courses		
MKT 340	Personal Selling	3
MKT 440	Sales Management	3
Elective Courses		
Select two of the following:		
MKT 260	Service Marketing	
MKT 310	Business to Business Marketing	
MKT 320	Consumer Behavior	
MKT 366	Marketing Research	
MKT 490	Independent Research and Study	

MKT 491/FIN 491	Internship-Based Indep Study	
Total Credits		12

Marketing Majors

Code	Title	Credits
Required Courses		
FIN 305	Personal Financial Planning	3
FIN 307	Financial Markets & Institut	3
FIN 312	Investments	3
Elective Courses		
Select one of the following:		
FIN 315	Financial Modeling	
FIN 360	Derivatives	
FIN 412	Investment Analysis	
Total Credits		12

In order to complete the concentration, students must achieve a minimum GPA of 2.5 in the concentration coursework, and a minimum grade of "C" in each of the concentration courses.

For information on the Financial Services Marketing Concentration please contact:

Mitchell Ratner, Ph.D.
Associate Professor and Chairperson
Sweigart Hall 255
609-895-5164
ratner@rider.edu

4-Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
ACC 210	Introduction to Accounting	3
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Semester Credit Hours		16

Year 2

Fall Semester

CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Natural Science Elective		3
Semester Credit Hours		16

Spring Semester

COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
Global/Cultural Liberal Arts Elective		3
Humanities Elective		3
Free Elective ⁵		3
Semester Credit Hours		15

Year 3

Fall Semester

BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
FIN 307	Financial Markets & Institut ⁶	3
FIN Major Elective ⁵		3
Leadership Elective		3
Free Elective ⁵		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
FIN 309	Intermediate Corporate Finance ⁶	3
MSD 340	Production and Operations	3
Free Elective ⁵		3
Semester Credit Hours		12

Year 4

Fall Semester

BUS 400	Strategic Mgmt and Policy	3
FIN 312	Investments ⁶	3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Spring Semester

FIN Major Elective ⁵		3
FIN Major Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Total Credit Hours for Graduation 120

¹ CIS 185 Information Systems Essentials can be taken in the Fall or Spring of Year 1.

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credit Free Elective.

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer students can take CBA 336 Career Planning (formerly MGT 336 Career Management) (3 credits) as a substitute for the Career Planning sequence.

⁵ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.

⁶ FIN 307 Financial Markets and Institutions, FIN 309 Intermediate Corporate Finance, and FIN 312 Investments can be taken in Fall or Spring of Year 3 or Year 4.

3-Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
	Science Elective	3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3
Spring Semester		
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
	Free Elective 1	3
	Social Science Elective	3
Semester Credit Hours		16
Summer Semester		
ACC 210	Introduction to Accounting	3
	Humanities Elective	3
Semester Credit Hours		6
Year 2		
Fall Semester		
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
	Free Elective 2	3
	Global/Cultural Liberal Arts Elective	3
Semester Credit Hours		19

JTerm		
Free Elective 3		3
Semester Credit Hours		3
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
FIN 307	Financial Markets & Institut	3
FIN 309	Intermediate Corporate Finance	3
Global/Cultural Liberal Arts Elective		3
Leadership Elective		3
Semester Credit Hours		16
Summer Semester		
Free Elective 4		3
Free Elective 5		3
Semester Credit Hours		6
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
FIN 312	Investments	3
MSD 340	Production and Operations	3
Free Elective 6		3
Major Course Elective 4 *		3
Semester Credit Hours		18
JTerm		
Free Elective 7		3
Semester Credit Hours		3
Spring Semester		
BUS 400	Strategic Mgmt and Policy	3
Free Elective 8		3
Int'l Business Elective *		3
Major Course Elective 5 *		3
Major Course Elective 6 *		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

* Students are required to complete 6 credits of International Business Electives which can be fulfilled as major course elective (FIN 308 International Finance) or free elective courses.

Notes:

- This accelerated plan assumes no AP or other credits were transferred into Rider University.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Electives can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 398, LDP 200, LDP 220, MGT 355, or MGT 363.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448, ECO 450.)

Courses and Descriptions

FIN 200 Managing Your Money 3 Credits

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning, home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 305 Personal Financial Planning 3 Credits

This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs.

Prerequisite(s): FIN 220.

FIN 307 Financial Markets & Institut 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 315 Financial Modeling 3 Credits

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases.

Prerequisite(s): CIS 185 and FIN 220.

FIN 330 Corporate Cash Management 3 Credits

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multi-national cash management, and other related topics.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POI.

FIN 380 Real Estate 3 Credits

Real estate finance and related subjects in real estate are examined. Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques.

Prerequisite(s): FIN 220.

FIN 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): FIN 220.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

FIN 469 Special Topics in Finance 3 Credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

FIN 490 Independent Study: Research and Creative Expression 3 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

FIN 491 Finance Internship 1-3 Credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

Finance Minor for Non-business Majors

Program Overview

The finance minor is designed to meet the needs of students who have a variety of career goals. For many types of jobs, it is essential that one understands the process of financial decision-making and the environment in which those decisions take place. To provide this understanding, the minor program consists of a well-rounded course of study in principles in macroeconomics, personal financial planning, management, entrepreneurial finance and other related courses.

This program is offered to all non-business students.

Minor Offered

- Minor in Finance

Contact

Mitchell Ratner, Ph.D.

Associate Professor and Chairperson

Sweigart Hall 255

609-895-5164

ratner@rider.edu

Program Website: Finance (<http://www.rider.edu/finance>)

Associated Department/College: College of Business Administration

Related Programs

- Accounting (p. 27)
- Economics (p. 41)
- Entrepreneurial studies (p. 45)

Finance Minor for Non-business Majors Requirements

(Available to all non-business majors)

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
FIN 220	Introduction to Finance	3
Select three of the following:		9
FIN 305	Personal Financial Planning	
FIN 307	Financial Markets & Institut	
FIN 308	International Finance	
FIN 309	Intermediate Corporate Finance	
FIN 312	Investments	
FIN 315	Financial Modeling	
FIN 330	Corporate Cash Management	
FIN 350	Entrepreneurial Finance	
FIN 360	Derivatives	
FIN 412	Investment Analysis	
Total Credits		18

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

Courses and Descriptions

FIN 200 Managing Your Money 3 Credits

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning, home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 305 Personal Financial Planning 3 Credits

This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs.

Prerequisite(s): FIN 220.

FIN 307 Financial Markets & Institut 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 315 Financial Modeling 3 Credits

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases.

Prerequisite(s): CIS 185 and FIN 220.

FIN 330 Corporate Cash Management 3 Credits

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multi-national cash management, and other related topics.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POL.

FIN 380 Real Estate 3 Credits

Real estate finance and related subjects in real estate are examined. Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques.

Prerequisite(s): FIN 220.

FIN 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): FIN 220.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

FIN 469 Special Topics in Finance 3 Credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

FIN 490 Independent Study: Research and Creative Expression 3 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

FIN 491 Finance Internship 1-3 Credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

Fraud and Business Forensics Concentration

Program Overview

The Business Forensics concentration is designed to prepare students for a career in the field of fraud investigation and forensics. The curriculum encompasses fraud examinations, financial investigations, the psychology of white-collar crime, forensic interrogations and evidence management, and presentation for civil and criminal trials. A variety of teaching tools are employed including case studies, mock investigations, mock trials, guest speakers and professionals who are experts in their areas.

The program offers a track in either Accounting or Information Systems.

Admission

Current undergraduate College of Business Administration (CBA) students majoring in Accounting or Information Systems may choose

a concentration on Fraud and Business Forensics. CBA students who want to declare this concentration should do so through the CBA Undergraduate Academic Coordinator in the Dean's Office in Sweigart Hall a semester prior to beginning coursework.

Degree Offered

- Concentration in Fraud and Business Forensics

Contact

Dorothy McMullen, Ph.D.

Associate Professor of Accounting

Sweigart 314

609-895-5518

mcmullen@rider.edu

Program Website: Fraud and Business Forensics Concentration (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs/accounting-0>)

Associated Department: Department of Accounting

Fraud and Business Forensics Requirements

(12 credits)

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

Code	Title	Credits
Required Courses		
ACC 321	Internal Auditing	3
ACC 325	Fraud Examination and Business Forensics	3
ACC 450	Business Forensic Application	3
Tracks		
Select one of the following Tracks:		3
Accounting Track		
ACC 320	Accounting Info Systems	
or ACC 400	Principles of Auditing	
Information Systems Track		
CIS 370	Systems Analysis and Design Project	
Total Credits		12

Students must achieve a minimum 2.5 GPA in the coursework required for the concentration, with no grade lower than a "C" in any course in the concentration.

Courses and Descriptions

ACC 320 Accounting Info Systems 3 Credits

This course provides an introduction to accounting information systems and enterprise-wide, process-focused information systems. Topics include quality of data for decision usefulness, internal control concepts and documentation tools, and database theory and applications.

Prerequisite(s): ACC 310.

ACC 321 Internal Auditing 3 Credits

This course provides an introduction to the internal audit profession, including understanding the nature and activities associated with the internal audit process. Topics include: international auditing standards, risk assessment including internal control system evaluation, business processes, and the relationship of management and employee fraud to the internal audit process.

Prerequisite(s): ACC 220.

ACC 325 Fraud Examination and Business Forensics 3 Credits

This course is designed to introduce students to the prevalence of fraud and fraudulent financial reporting in all forms of business, including the many methods used by employees and managers to perpetrate fraud. Topics will include: the motivation of individuals to commit fraud, various types of fraud schemes perpetrated in the workplace, as well as the various tools and techniques that are used to investigate, detect and prevent fraud.

Prerequisite(s): ACC 210.

ACC 400 Principles of Auditing 3 Credits

This course provides an introduction to financial statement audits performed by certified public accountants. Topics include corporate governance, the audit environment, professional standards, audit methodology, and audit report preparation. The course also provides an overview of other types of assurance and non-assurance services provided by CPA firms.

Prerequisite(s): ACC 302 and ACC 311.

ACC 450 Business Forensic Application 3 Credits

This course is designed so that students to integrate various business disciplines to perform complex investigative cases and analyses, thus demonstrating mastery of the knowledge and skills required to be effective forensic professionals. The course covers how to manage and present digital and technical evidence gathered for forensic litigation cases, including the ability to be an expert witness in court.

Prerequisite(s): ACC 325 and ACC 321.

CIS 370 Systems Analysis and Design Project 3 Credits

Topics include modeling techniques and methodologies to address the planning, analysis, design, and implementation of high quality systems, delivered on time and within budget. Using rapid application development tools, students will also construct an operational system within the span of a single semester. Issues and tools related to the management of project teams are also discussed.

Prerequisite(s): CIS 330.

General Business for Non-business Majors

Program Overview

Available to all non-business majors, the General Business minor at Rider University provides students an understanding of the language and basic concepts of business. A minor in business administration can complement any major and may expand career opportunities. Students outside of the CBA can augment their understanding of business by joining business clubs, such as DAARSTOC (<http://www.rider.edu/academics/colleges-schools/college-business-administration/clubs-organizations/daarstoc>), and participate in club events like the Accounting Society's guest speakers' nights.

Curriculum Overview

Students will learn foundational knowledge in business, including the fundamentals of economics and core concepts in financial accounting,

management, finance and marketing. In addition, students will understand the legal environment in which business operates.

Contact

Ira Sprotzer, J.D., M.B.A.

Associate Professor and Chairman

Sweigart Hall 239

609-896-5280

sprotzer@rider.edu

Program Website: www.rider.edu/generalbusiness (<http://www.rider.edu/generalbusiness>)

Associated Department: Department of Marketing, Sport Management and Legal Studies (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs-0/marketing>)

Related Programs

- Accounting (p. 27)
- Economics (p. 41)
- Finance (p. 50)
- Global Studies (p. 417)

General Business Minor Requirements

Available to all non-business majors

(24 credits)

Code	Title	Credits
MSD 105 or MTH 210	Quantitative Methods for Business Calculus I	3
Select one of the following:		3
MSD 200	Statistical Methods I	
MTH 120	Intro to Applied Statistics	
ENV 200	Statistical and Computer Applications in the Natural Sciences	
PSY 201	Statistics and Research Design	
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
BUS 300	The Legal and Ethical Environment of Business	3
FIN 220	Introduction to Finance	3
Total Credits		24

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

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MTH 120 Introduction to Applied Statistics 3 Credits

Collection and presentation of data. Measures of location and variation, sampling theory, hypothesis testing, confidence intervals, t-tests, chi-square tests, regression, and correlation. Emphasizes practical applications. Not open to business administration, chemistry, environmental, geosciences, marine sciences, math or liberal studies: marine ecological or environmental emphasis majors.

Prerequisite(s): MTH 102 or MTH 105.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

Health Administration

Program Overview

The **health administration minor** recognizes the diversity of skills required in the health care sector, and allows students from a variety of majors to minor in health care administration. Majors particularly well-suited to health administration are:

- **Sciences** (biology, chemistry, biochemistry, biopsychology, psychology)
- **Social sciences** (economics, sociology, social work, political science)

- **Business** (marketing, management, business administration, human resources management, business economics, finance, management sciences and information systems).

Classes include a diversity of student majors, which allows science, social science and business students to interact and learn alternative points of view. The health administration minor, combined with other initiatives of the integrated science and business curriculum at Rider, place graduates at a strong advantage in the employment marketplace.

Minor Offered

- Minor in Health Administration

Contact

Hope Corman, Ph.D.

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Program Website: www.rider.edu/healthadmin (<http://www.rider.edu/academics/colleges-schools/cba/undergraduate/health-administration>)

Associated Department: Department of Finance and Economics

Accreditation: Association to Advance Collegiate Schools of Business (<http://www.aacsb.edu>)

Related Programs

- Economics (p. 41)
- Health Care Management (p. 63)

Health Administration Minor Requirements

Code	Title	Credits
HTH 205	Introduction to Health Care	3
HTH 336/ECO 336	Economics of Health Care Sys	3
Select one of the following:		3
HTH 450 or ECO 450	Seminar in Health Research Seminar in Economic Research	
HTH 491	Health Administration Intern	
Select three of the following:		9
HTH 225	Health Care Financing	
HTH 315/BUS 315	Healthcare Law,ethics & Policy	
HTH 365	Health Care Information Systems	
BHP 309	Honors Seminar: Genetic Engineering and the Philosophy of Science	
BIO 206	The Pharmaceutical Industry	
COM 254	Intro to Health Communication	
HTH 215	Population Healthcare Management	
PHL 304	Medical Ethics	
SOC 346	Health Care and Society	
GLS 325	Global Persptvs Hlth & Illness	
MKT 380	Healthcare Marketing	
PSY 345	Health Psychology	
Select one of the following:		3
BIO 100	Life Science:Human Emphasis	

BIO 110	Life Science: Inquiry Approach	
BIO 115	Principles of Biology I	
BIO 221	Human Anatomy & Physiology I	
BNS 107	Life Science: Behavioral Neuroscience Emphasis	
CHE 115	Chem and Contemporary Society	
CHE 118	Exploration of Chemical Prin	
CHE 120	Principles of Chemistry	
PSY 220	Abnormal Psychology	
PSY 365	Drugs and Human Behavior	
PSY 374	Psychology of the Family	
PSY 382	Aging, Brain, and Cognition	
PSY 385	Death, Dying and Suicide	
Non-business majors must select one of the following:		0-3
MGT 201	Fund Management & Org Behavior	
MKT 200	Marketing Principles	
Total Credits		21-24

Courses and Descriptions

BHP 309 Honors Seminar: Genetic Engineering and the Philosophy of Science 3 Credits

Highlights the different perspectives held by scientists and philosophers regarding current bioethical issues. Topics include classical ethical theory, applied ethics, and basic biology as it relates to topics such as stem cells, cloning, and assisted reproduction. Students will learn how to construct and present rational, objective arguments during class discussions and presentations. At the end of this course, students will have gained a strong perspective both the ethical and biological foundations behind modern "hot-button" topics in genetics.

BIO 100 Life Science 3 Credits

An introductory course for non-science majors in which students develop an understanding of the nature of science and are introduced to foundational topics in the biological life sciences and how they relate to human affairs. The course may emphasize human evolution, genetics, aging, disease, reproduction, bioethics or other topics in biology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BIO 110 Life Science: Inquiry Approach 4 Credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 110L.

BIO 110L Life Science: Inquiry Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 110.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 206 The Pharmaceutical Industry 3 Credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major.

Prerequisite(s): BIO 100 or BIO 101 or BIO 106 or BIO 108 or BNS 107 or CHE 115.

BIO 221 Human Anatomy & Physiology I 4 Credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training. Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major.

Prerequisite(s): HSC major ONLY or Permission of instructor.

Corequisite(s): BIO 221L.

BIO 221L Human Anatomy & Physiology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 221.

BNS 107 Life Science: Brain and Behavior 3 Credits

An introduction to the biology of the human brain and the rest of the human nervous system. Topics in neuroscience are covered in molecular, cellular, and systematic terms. Additional material is presented on the origins and effects of neurological and psychiatric diseases. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

CHE 115 Chem and Contemporary Society 3 Credits

Designed to give the nonscientist an appreciation of the role of chemistry in today's world. The approach is conceptual rather than mathematical. Topics include basic principles of chemical theory, energy sources, elementary organic chemistry, drugs, food additives, polymers, chemistry of living systems, inorganic solids in modern technology, and problems involving pollution of the environment. Three hours of lecture per week. This course satisfies the core requirements for liberal arts, education and business majors.

CHE 118 Exploration of Chemical Principles 4 Credits

A one-semester introduction to the principles of chemical sciences. Students will utilize inquiry-based learning methods to examine contextual problems as a means to explore introductory models and concepts of chemistry. Students will also gain an understanding of how scientific models are used to explain experimental observations. The laboratory component of this course is designed to provide students with an experimental context within which to develop some of the models described in the classroom. Three hours of lecture and one three-hour lab per week.

CHE 118L Exploration of Chemical Principles Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 118.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. **Prerequisite(s):** High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

HTH 450 Seminar in Health Research 3 Credits

Students in the course learn to conduct health administration-related research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a health-related community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client.

Prerequisite(s): Permission of instructor.

HTH 491 Health Management Internship 3 Credits

This course provides students minoring in health administration an opportunity to supplement and apply their classroom work in a supervised employment setting with participating firms in the health care sector. Requirements include: a log of daily activities, oral and written reports to the faculty supervisor and a term paper. In addition, the employer will also submit an evaluation of the student's performance.

Prerequisite(s): HTH 205; junior or senior standing; and permission of faculty supervisor.

HTH 315 Health Care Law, Ethics and Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

Health Care Management

Program Overview

The B.S.B.A. in Health Care Management allows students to learn the business of health care – and prepare for a career in America's fastest growing sector. This program allows students to earn a well-rounded business degree from Rider's distinguished AACSB-accredited College of Business Administration, hone their business skills and focus on health care management studies, explore different roles in the complex issues facing health care and benefit from ongoing advice and support from professionally well-connected and experienced faculty.

Curriculum Overview

The curriculum provides a core education in business combined with critical topics in health care management. The program is designed to provide students with an understanding of both the business and health fields, including a deeper grasp of the legal, ethical, economic, social and managerial issues related to health care.

Faculty include professors with expertise in the economics, finance, information systems, law and marketing.

The course are designed to provide real world experiences and the program offers students the opportunity to learn through required participation in one of the following: a semester-long internship, large-data group project for a client and health care marketing courses where students design their own marketing plans.

Degree Offered

B.S.B.A. in Health Care Management

Contact

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Program Website: <http://www.rider.edu/hcm>

Associated Department: Department of Finance and Economics

Accreditation: Association to Advance Collegiate Schools of Business

Related Programs

- Economics (p. 41)
- Health Administration (p. 60)

Health Care Management Major Requirements

Code	Title	Credits
HTH 205	Introduction to Health Care	3
ECO 336	Economics of Health Care Sys	3
BUS 315	Healthcare Law, Ethics & Policy	3
HTH 215	Population Healthcare Management	3
HTH 225	Health Care Financing	3
HTH 365	Health Care Information Systems	3
One class from the following:		3
HTH 491	Health Administration Intern	
ECO 450	Seminar in Economic Research	
MKT 380	Healthcare Marketing	
Total Credits		21

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3

Humanities Elective	3
Semester Credit Hours	16

Year 2**Fall Semester**

ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
HTH 205	Introduction to Health Care	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Semester Credit Hours		16

Spring Semester

ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
HTH 215	Population Health Care Management	3
Free Elective		3
Semester Credit Hours		15

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
BUS 315	Health Care Law, Ethics & Policy	3
CBA 302	Career Plan & Perspect III ⁴	1
HTH 225	Health Care Financing	3
Global/Cultural Liberal Arts Elective		3
Leadership Elective		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
ECO 336	Economics of Health Care Sys	3
MSD 340	Production and Operations (Free Elective)	3
International Business Elective		3
Free Elective		3
Semester Credit Hours		15

Year 4**Fall Semester**

BUS 400	Strategic Mgmt and Policy	3
HTH 365	Health Care Information Systems	3
Global/Cultural Liberal Arts Elective		3
Free Elective		3
Free Elective		3
Semester Credit Hours		15

Spring Semester

Health Care Major Elective ⁵		3
International Business Elective		3
Free Elective		3
Free Elective		3
Semester Credit Hours		12
Total Credit Hours for Graduation		120

¹ CIS 185 can be taken in the Fall or Spring of Year 1.

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credit Free Elective.

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer students can take MGT 336 Career Management (3 credits) as a substitute for the Career Planning sequence.

⁵ Must complete one of the following Health Care Mgmt electives: ECO 450 Seminar in Economic Research, HTH 491 Health Management Internship, or MKT 380 Health Care Marketing.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15

JTerm

MKT 200	Marketing Principles	3
Semester Credit Hours		3

Spring Semester

CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
HTH 205	Introduction to Health Care	3
MSD 200	Statistical Methods I	3
Free Elective ¹		3
Semester Credit Hours		16

Summer Semester

ACC 210	Introduction to Accounting	3
Humanities Elective		3
Semester Credit Hours		6

Year 2**Fall Semester**

CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
HTH 225	Health Care Financing	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Social Science Elective		3
Semester Credit Hours		19

JTerm

Free Elective 2		3
Semester Credit Hours		3

Spring Semester

ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
ECO 336	Economics of Health Care Sys	3

HTH 215	Population Health Care Management	3
Global/Cultural Elective		3
Leadership Elective		3
Semester Credit Hours		16
Summer Semester		
Free Elective 3		3
Free Elective 4		3
Semester Credit Hours		6
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
BUS 315	Health Care Law, Ethics & Policy	3
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Free Elective 5		3
Int'l Business Elective		3
Semester Credit Hours		18
JTerm		
Free Elective 6		3
Semester Credit Hours		3
Spring Semester		
BUS 400	Strategic Mgmt and Policy	3
ECO 450	Seminar in Economic Research	3
or	or Health Care Marketing	
MKT 380	or Health Management Internship	
or HTH 491		
HTH 365	Health Care Information Systems	3
Global/Cultural Elective		3
Int'l Business Elective		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

Notes:

- Assumes no AP or other credits transferred into Rider University.
- Students are required to take 6 credits of International Business Electives.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts electives can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 200 Foundations of Leadership, LDP 220 Service Learning Through Minding Our Bus, LDP 398 The Co-op Experience Seminar, MGT 355 Team Management, or MGT 363 Management Skills.

Courses and Course Descriptions

BUS 315 Health Care Law, Ethics & Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

Prerequisite(s): 24 credits.

ECO 336 Economics of Health Care Sys 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomic tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

Prerequisite(s): ECO 201 or HTH 205.

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

HTH 225 Health Care Financing 3 Credits

The goals of this course are: (1) to provide a description of how Americans pay for health care; (2) to explain how payment arrangements affect the health care system; and (3) to evaluate newly emerging arrangements. Specifically, we will focus on insurance (both public and private) in the United States, provider payment reform, the incentives of the parties in these arrangements and how these incentives impact cost containment in health care.

Prerequisite(s): HTH 205 and sophomore standing.

HTH 365 Health Care Information Systems 3 Credits

The Electronic Health Record (EHR) is one of the most complex technological projects ever undertaken. EHR involves the shared management, potentially on a global scale, of a variety of private, time-sensitive, multimedia data across activities including capture, processing, storage and access. The purpose of this course is to provide the future Health Administration professional with specifics of the socio-technical issues involved in this effort. The goals of this course are to study data standards used in modern EHR systems, technology platforms used to implement EHR in various types of organizations, data governance and regulations associated with health data, analytics that support quality of care and evidence-based practice.

Prerequisite(s): HTH 205; CIS 385 or GSC 385; HTH 215 or CIS 360; and junior standing.

HTH 491 Health Management Internship 3 Credits

This course provides students minoring in health administration an opportunity to supplement and apply their classroom work in a supervised employment setting with participating firms in the health care sector. Requirements include: a log of daily activities, oral and written reports to the faculty supervisor and a term paper. In addition, the employer will also submit an evaluation of the student's performance.

Prerequisite(s): HTH 205; junior or senior standing; and permission of faculty supervisor.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

ECO 450 Seminar in Economic Research 3 Credits

Students in the course learn to conduct economic research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Students are permitted to take ECO 450 up to two times for credit.

Prerequisite(s): Permission of instructor.

ECO 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

Human Resource Management

Program Overview

Human Resource Management (HRM) professionals perform many vital business activities in organizations. As both private and public sector organizations have become more concerned about such issues as legal compliance, corporate culture, and ensuring employee work behaviors are aligned with strategic objectives, the demand for well-trained HRM professionals has increased greatly.

Practitioners in HRM are involved in a variety of important, interesting, and challenging activities. They establish and implement policies that affect such organizational functions as recruitment, selection, training and development, performance management, compensation and benefits.

Our program has been ranked among the top 20 Human Resource Management programs in the US, and placed as the #3 undergraduate HRM program in New Jersey by College Factual. The Society of Human Resource Management (SHRM) has acknowledged that our curriculum is fully aligned with SHRM's competency model for the HR profession. This connection to the profession, coupled with Rider's engaged learning program, makes Rider a great place to study Human Resource Management.

Curriculum Overview

Courses in the program include Introduction to Human Resource Management, Introduction to Labor Relations, Employee Selection and

Training, Employee Compensation Systems, Employee Engagement, Managing Workforce Diversity, Career Management, Team Management, Management Skills, and more.

Degree Offered

- B.S.B.A. in Human Resource Management

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Program Website: <http://www.rider.edu/hrm>

Associated Department: Department of Management

Related Programs

- Business Administration (p. 34)
- Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Health Administration (p. 60)
- Management and Leadership (p. 81)
- Organizational Psychology (p. 94)

Human Resource Management Major Requirements

(21 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
MGT 310	Intro to Human Resource Mgmt	3
HRM 315	Employee Selection & Training	3
HRM 316	Employee Compensation Systems	3
MGT 375	International Management	3
Select three of the following, including at least one of the first three listed:		9
HRM 312	Intro to Labor Relations	
HRM 333	Employee Engagement	
HRM 441	Sel. Topics: Human Res Mgt	
MGT 320	Managing Workforce Diversity	
MGT 346	Negotiation	
MGT 355	Team Management ¹	
MGT 363	Management Skills ¹	
MGT 410	Ethical Management	
HRM 490	Independent Research and Study	
Total Credits		21

¹ Human Resource Management majors have the option of completing MGT 355 Team Management or MGT 363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count MGT 355 or MGT 363 toward both the major requirements and the Leadership Elective, the student must complete 3 credits of free elective for graduation.

An average of “C” or better is required in the 21 semester credit hours required of the human resource management major. Majors are encouraged to take HRM 491 Internship in Human Res Mgt or HRM 492 Internship in Human Res Mgt as a free elective.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year, who change their major, or those who transfer to Rider will follow a different plan to ensure a timely graduation. Each student, with guidance from his or her advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Humanities Elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 310	Intro to Human Resource Mgmt	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
HRM 315	Employee Selection & Training	3
CBA 302	Career Plan & Perspect III ⁴	1
HR Major Elective		3
Leadership Elective		3
Free Elective ⁵		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
MGT 375	International Management	3
Free Elective ⁵		3
Semester Credit Hours		12

Year 4

Fall Semester

BUS 400	Strategic Mgmt and Policy	3
HRM 316	Employee Compensation Systems	3
HR Major Elective		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Spring Semester

HR Major Elective		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

- ¹ CIS 185 Information Systems Essentials can be taken in the Fall or Spring of Year 1.
- ² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credit Free Elective.
- ³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.
- ⁴ Transfer Students can take CBA 336 Career Planning (3 credits) (formerly MGT 336) as a substitute for the Career Planning sequence.
- ⁵ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3

Spring Semester

CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Free Elective 1		3
Social Science Elective		3
Semester Credit Hours		16

Summer Semester

ACC 210	Introduction to Accounting	3
Humanities Elective		3
Semester Credit Hours		6

Year 2**Fall Semester**

CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Free Elective 2		3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		19

JTerm

Free Elective 3		3
Semester Credit Hours		3

Spring Semester

ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
MGT 310	Intro to Human Resource Mgmt	3
Global/Cultural Liberal Arts Elective		3
Leadership Elective ¹		3
Major Course Elective ²		3
Semester Credit Hours		16

Summer Semester

Free Elective 4		3
Free Elective 5		3
Semester Credit Hours		6

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
HRM 315	Employee Selection & Training	3
HRM 316	Employee Compensation Systems	3
Free Elective 6		3
Semester Credit Hours		18

JTerm

Free Elective 7		3
Semester Credit Hours		3

Spring Semester

BUS 400	Strategic Mgmt and Policy	3
MGT 375	International Management	3

International Business Elective ³	3
Major Course Elective ²	3
Major Course Elective ²	3
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For the Leadership Elective, choose from LDP 200, LDP 220, LDP 398, MGT 355, or MGT 363. If a Human Resource Management major takes MGT 355 or MGT 363 as their Leadership Elective, they can also count it as a Major Course Elective, and they must take an additional 3-credit Free Elective.

² Human Resource Management majors are required to take MGT 310 Intro to Human Resource Management plus 3 additional major requirements and 3 additional major electives. Of the 3 major electives, at least 1 must be from the following list: HRM 312, HRM 333, HRM 441.

³ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses (MGT 375) or as free elective courses.

Notes:

- This accelerated plan assumes no AP or other credits were transferred into Rider University.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448, ECO 450.)

Courses and Descriptions

HRM 312 Intro to Labor Relations 3 Credits

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 313 Legal Aspects of Human Res Mgt 3 Credits

This course deals with the various laws that affect human resource management, including social insurance, legislation, minimum wage laws, OSHA, ERISA, as well as equal employment opportunity legislation. This course is concerned not only with the provisions of these laws, but also with their constitutionality, their effects, and how they are administered.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

HRM 441 Sel. Topics: Human Res Mgt 3 Credits

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or HRM major elective.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 491 Internship 1-4 Credits

Provides the student with the opportunity to supplement and apply human resource management coursework in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing work experiences. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): Junior or Senior; Major in human resource management and MGT 310; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

HRM 492 Internship in Human Res Mgt 3 Credits

Provides the student with the opportunity to supplement and apply their human resource management classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. 2.75 GPA overall and 3.0 GPA in the major is required.

Prerequisite(s): major in human resource management or management and leadership, and MGT 310; senior status; and permission of instructor.

Information Systems

Program Overview

Students with a major in information systems develop a solid understanding of the use, design, development, and management of information systems and information technology. Rider's information systems courses are designed to give students the opportunity to develop and manage a variety of projects that can be applied to real business settings immediately.

Increasingly, organizations that seek individuals with an information systems specialization expect excellent organizational, communication, interpersonal and analytical skills. All information systems students are encouraged to participate in a full semester co-op or summer internship experiences during their junior year.

Curriculum Overview

The required freshman-level information systems core course trains students to apply practical knowledge in their use of computer-based productivity tools. Core courses also allow students to develop an understanding of enterprise integration applications such as SAP R/3. The courses also explain the value of electronically integrating the major functional areas of an organization in order to facilitate more effective management decision-making.

Students gain an understanding of the enabling information technologies (IT) that organizations use to develop and sustain a strategic and competitive position in the marketplace. Students also learn about the benefits and drawbacks of adopting and using these information technologies.

Students with a major or a minor in information systems will be able to demonstrate their understanding of information technology by applying their technical knowledge and skills to provide a practical solution to a business problem, business need or business opportunity.

Students who satisfactorily complete a minimum of three courses with at least one-third SAP hands-on content in each course have the opportunity to earn the **SAP Student Recognition Award Certificate**. Click here (p. 100) to learn more about this certificate program.

Degree Offered

- B.S.B.A. in Information Systems

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Associated Department: Department of Information Systems and Supply Chain Management

Related Programs:

- Business Administration (p. 34)
- Global Supply Chain Management (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management>)
- Management and Leadership (p. 81)

Information Systems Major Requirements

(21 credits)

Code	Title	Credits
Required Core		
CIS 200	Web Application Development I	3
CIS 270	Networking and Telecommunications	3
CIS 330	Database Management	3
Electives		
Select four of the following:		12
CIS 220	Web Application Development II	
CIS 255	Into to Game Design & Development	
CIS 260	Business Graphics	
CIS 300	Object-Oriented Programming	
CIS 309	Data Structures & Cmptr Archit	
CIS 315	Integrated Business with SAP	
CIS 319	Computer Forensics	
CIS 320	Cloud Computing Administration	
CIS 325	User-Centered Design	
CIS 340	Electronic Commerce	
CIS 350	Practical Business Analytics with Excel	
CIS 360	Data Mining	
CIS 370	Systems Analysis and Design Project	
CIS 375	Adv. Sem in Global Outsourcing	
CIS 390	Project Management	
CIS 399	The Co-Operative Experience ¹	
CIS 410	Selected Topics: Game Design and Dev.	
CIS 420	Enterprise Security	
CIS 430	Enterprise Systems Configuratr	
CIS 491	Computer Information Systems Internship	
Total Credits		21

¹ The total credits that count towards the major from the internship and co-op experience cannot exceed 3.

Note:

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

Information Systems Minor Requirements

(15 credit program is available to all Rider University students)

Code	Title	Credits
Gateway Course		
CIS 185	Information Systems Essentials	3
Required Courses		
Select two of the following three courses:		6

CIS 200	Web Application Development I	
CIS 270	Networking and Telecommunications	
CIS 330	Database Management	
Electives		6
Select any two CIS courses from the following to fulfill the remaining requirements:		
CIS 220	Web Application Development II	
CIS 255	Into to Game Design & Development	
CIS 260	Business Graphics	
CIS 300	Object-Oriented Programming	
CIS 309	Data Structures & Cmptr Archit	
CIS 315	Integrated Business with SAP	
CIS 319	Computer Forensics	
CIS 320	Cloud Computing Administration	
CIS 325	User-Centered Design	
CIS 340	Electronic Commerce	
CIS 350	Practical Business Analytics with Excel	
CIS 360	Data Mining	
CIS 370	Systems Analysis and Design Project	
CIS 375	Adv. Sem in Global Outsourcing	
CIS 390	Project Management	
CIS 399	The Co-Operative Experience	
CIS 410	Selected Topics: Game Design and Dev.	
CIS 420	Enterprise Security	
CIS 430	Enterprise Systems Configuratr ¹	
CIS 491	Computer Information Systems Internship	
Total Credits		15

¹ Permission of instructor required

Notes:

- The maximum number of credits students may use to count towards another minor (e.g., Business Analytics minor), is six (i.e., two courses including CIS 185).
- The minor is not available to Information Systems majors.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year, who change their major, or those who transfer to Rider will follow a different plan to ensure a timely graduation. Each student, with guidance from his or her advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1

Humanities Elective	3
CMP 125 Research Writing	3
ECO 200 Principles of Macroeconomics	3
MKT 200 Marketing Principles	3
MSD 200 Statistical Methods I	3
Semester Credit Hours	16

Year 2

Fall Semester

ACC 210 Introduction to Accounting	3
CBA 202 Career Plan & Perspect II ⁴	1
CIS 200 Web Application Development I	3
ECO 201 Principles of Microeconomics	3
MGT 201 Fund Management & Org Behavior	3
MSD 201 Statistical Methods II	3
Semester Credit Hours	16

Spring Semester

ACC 220 Managerial Uses of Accounting	3
CIS 270 Networking and Telecommunications	3
COM 290 Professional/Strategic Speech	3
FIN 220 Introduction to Finance	3
Global/Cultural Liberal Arts Elective	3
Semester Credit Hours	15

Year 3

Fall Semester

BUS 300 The Legal and Ethical Environment of Business	3
CBA 302 Career Plan & Perspect III ⁴	1
CIS 330 Database Management	3
Global/Cultural Liberal Arts Elective	3
Leadership Elective	3
Free Elective	3
Semester Credit Hours	16

Spring Semester

CIS 385 Management Information Systems	3
MSD 340 Production and Operations	3
CIS Major Elective	3
International Business Elective	3
Free Elective	3
Semester Credit Hours	15

Year 4

Fall Semester

CIS Major Elective	3
CIS Major Elective	3
International Busines Elective	3
Free Elective	3
Free Elective	3
Semester Credit Hours	15

Spring Semester

BUS 400 Strategic Mgmt and Policy	3
CIS Major Elective	3
Free Elective	3

Free Elective	3
Semester Credit Hours	12
Total Credit Hours for Graduation	120

- ¹ CIS 185 can be taken in the Fall or Spring of year 1
- ² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credits Free Elective
- ³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.
- ⁴ Transfer Students can take MGT 336 Career Management (3 credits) as a substitute for the Career Planning sequence.

Course	Title	Credits
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Year 1

Fall Semester

CIS 185 Information Systems Essentials	3
CMP 120 Expository Writing	3
ECO 200 Principles of Macroeconomics	3
MSD 105 Quantitative Methods for Business	3
Science Elective	3
Semester Credit Hours	15

JTerm

MKT 200 Marketing Principles	3
Semester Credit Hours	3

Spring Semester

CBA 102 Career Plan & Perspective I	1
CIS 200 Web Application Development I	3
CMP 125 Research Writing	3
ECO 201 Principles of Microeconomics	3
MSD 200 Statistical Methods I	3
Free Elective 1	3
Semester Credit Hours	16

Summer Semester

ACC 210 Introduction to Accounting	3
Humanities Elective	3
Semester Credit Hours	6

Year 2

Fall Semester

CBA 202 Career Plan & Perspect II	1
COM 290 Professional/Strategic Speech	3
FIN 220 Introduction to Finance	3
MGT 201 Fund Management & Org Behavior	3
MSD 201 Statistical Methods II	3
Global/Cultural Liberal Arts Elective	3
Social Science Elective	3
Semester Credit Hours	19

JTerm

Free Elective 2	3
Semester Credit Hours	3

Spring Semester

ACC 220 Managerial Uses of Accounting	3
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CBA 302	Career Plan & Perspect III	1
CIS 270	Networking and Telecommunications	3
CIS 385	Management Information Systems	3
Global/Cultural Liberal Arts Elective		3
Leadership Elective		3
Semester Credit Hours		16
Summer Semester		
Free Elective 3		3
Free Elective 4 (or CIS-491 Internship as a CIS Major Elective 4)		3
Semester Credit Hours		6
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CIS 330	Database Management	3
MSD 340	Production and Operations	3
International Business Elective		3
Major Course Elective 1		3
Major Course Elective 2		3
Semester Credit Hours		18
JTerm		
Free Elective 5		3
Semester Credit Hours		3
Spring Semester		
BUS 400	Strategic Mgmt and Policy	3
Free Elective 6		3
International Business Elective		3
Major Course Elective 3		3
Major Course Elective 4 or Free Elective 4		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

- Assumes no AP or other credits transferred into Rider University.
- Students are required to take 6 credits of International Business Electives which can be fulfilled as major courses or as free elective courses.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 398 Co-op Experience Seminar, LDP 200 Foundations of Leadership, LDP 220 Service Learning Through MOB, MGT 355 Team Management, or MGT 363 Management Skills.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448 Seminar in Small Business Consulting, ECO 450 Seminar in Economic Research).

Courses and Descriptions

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CIS 200 Web Application Development I 3 Credits

In the early 1990s, Tim Berners-Lee created a set of technologies to allow information sharing at the CERN particle accelerator in Europe. These technologies dramatically changed the face of computing and became what we know today as the Web. Understanding how to develop and manage applications for the Web is a requirement for the information system professional. Because of the ease of development, deployment, maintenance and general scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using HTML and CCS, how to control user interaction with those pages using the JavaScript programming language. The programming basics of variable declaration and usage, program flow of control, function declaration and calling, and object usage and declaration will also be shown. The use of the JQuery Javascript library to ease the development of Web pages will also be shown.

CIS 220 Web Application Development II 3 Credits

In the early 1990s, a set of network technologies was combined to create a platform for application development. These technologies are now referred to as the Web. Because of the ease of development, deployment, maintenance, and scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. Understanding how to develop and manage applications for the Web is vital for information systems professionals. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), and managing user interaction in those pages using the JavaScript programming language. The process of creating dynamic web pages using the PHP programming language on the Web server will also be taught.

Prerequisite(s): CIS 200.

CIS 255 Into to Game Design & Development 3 Credits

The basic concepts, logic, techniques, tools, and vocabulary associated with interactive, digital game and simulation development will be explored through a combination of lectures, discussions, and hands-on learning. Knowledge and skills derived can be applied to a wide variety of business and other organizational settings globally for interactive simulations, games, and education.

CIS 260 Business Graphics 3 Credits

Basic color theory, typography, and page/slide layout are presented. Students utilize presentation, word processing and photo editing applications to create and edit various documents through hands-on labs and projects.

Prerequisite(s): CIS 185 or permission of instructor.

CIS 270 Networking and Telecommunications 3 Credits

This course provides an introduction to business data communications and networking. The Internet and OSI models are discussed. Network technologies include local area networks, backbone, wide area networks, and the Internet. Introduction to network design, security, and network management are also provided.

Prerequisite(s): CIS 185.

CIS 300 Object-Oriented Programming 3 Credits

Students will learn the basic concepts of object-oriented programming as contrasted with traditionally structured programming and will develop applications using the Java programming language.

Prerequisite(s): CIS 200.

CIS 309 Data Structures & Cmptr Archit 3 Credits

An introduction to linked lists, stacks, queues, trees, pointers, and sorting and searching algorithms. Students will learn the technical details of data storage and manipulation along with the concepts of program execution, and will use tools such as hex-editors and debuggers.

Prerequisite(s): CIS 185 or permission of instructor.

CIS 315 Integrated Business with SAP 3 Credits

This course provides an introduction to enterprise resource planning (ERP) systems and addresses how integrated information systems improve business operations. Students will learn about functional business areas and business processes, and understand the problems inherent in un-integrated enterprise information systems. Using SAP software and case studies, students will learn how ERP systems are being used to facilitate integrated, real-time management decision making.

Prerequisite(s): CIS 185 and ACC 210.

CIS 319 Computer Forensics 3 Credits

Students will use computers to obtain and analyze evidence found on storage devices such as those confiscated under warrant, and learn how to trace digital activities. Criminal and investigative procedures will be explored in depth.

Prerequisite(s): CIS 185.

CIS 320 Cloud Computing Administration 3 Credits

Students will learn the process of creating or provisioning a cloud computing environment. Content will include the provisioning of operating system resources in a cloud environment, operating system installation, configuration and maintenance. Virtualization, the process of creating multiple operating system environments on a single piece of hardware will be covered in some detail. Troubleshooting problems in the virtualization environment and in the operating system environment will also be covered. Hands-on labs will be used throughout. Both Windows and Linux operating systems will be used.

Prerequisites: CIS 185.

CIS 325 User-Centered Design 3 Credits

This course introduces students to the design and evaluation of interactive and internet-based devices and systems, including methods to understand user needs and requirements, design and prototype alternative systems, and evaluate system usability. Topics include interaction design, human factors, requirement gathering techniques, protocol analysis, usability testing, and heuristics evaluation.

Prerequisite(s): Junior standing.

CIS 330 Database Management 3 Credits

This course involves the study of computer databases. Major topics include relational databases, use of the structured query language (SQL) to query relational databases, and design and maintenance of relational databases.

Prerequisite(s): CIS 185.

CIS 340 Electronic Commerce 3 Credits

Students will learn about the most current e-commerce technologies and business models through readings, case studies, and hands-on projects. Students will gain experience using business data analytics tools to understand and evaluate the value of data that is generated and collected from various e-commerce platforms on the Internet.

CIS 350 Practical Business Analytics with Excel 3 Credits

CIS 350 – Practical Business Analytics with Excel is a required course for the proposed Business Analytics minor. This course will provide the student with an opportunity to gain proficiency in analyzing and visualizing data using Excel. The learning experience includes not only classic tools, such as pivot tables and VLOOKUP, but also more advanced Excel data tools such as building Excel data models, creating data mash ups, and using the Power Pivot add-in. The course also requires students to complete a data analysis project along with a presentation about the business insights drawn from the data analysis results. The project requires students to understand the business problem, identify and apply the appropriate analytic and visualization tools, and communicate the insight in an intuitive and effective manner.

Prerequisite(s): CIS 185, MSD 200 & MSD 201.

CIS 360 Data Mining 3 Credits

This course deals with modern technologies for data analysis. Hands-on exercises for data retrieval, data visualization and predictive analytics will be carried out using up-to-date methodologies and software tools. The full data mining life cycle will be covered from recognizing business problems and opportunities amenable to data mining analysis through deploying and monitoring solutions.

Prerequisite(s): CIS 185.

CIS 370 Systems Analysis and Design Project 3 Credits

Topics include modeling techniques and methodologies to address the planning, analysis, design, and implementation of high quality systems, delivered on time and within budget. Using rapid application development tools, students will also construct an operational system within the span of a single semester. Issues and tools related to the management of project teams are also discussed.

Prerequisite(s): CIS 330.

CIS 375 Adv. Sem in Global Outsourcing 3 Credits

The course is aimed at generating a comprehensive understanding of the emergent domain of global business process outsourcing. Various referred to as knowledge process outsourcing, IT-enabled services outsourcing, and business services outsourcing, the industry has seen enormous growth over the last decade and continues to grow. India commands the single largest share of this market but South Africa, Eastern Europe, Philippines, Morocco and Egypt have all emerged as other contenders in this global sector. The course is divided into four modules: the political economy of global outsourcing, process modeling, outsourcing management, and industry analysis. Please note: Students will not receive credit for both CIS 375 and GSC 375.

Prerequisite(s): junior standing.

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. GSC 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

CIS 390 Project Management 3 Credits

This course introduces students to general project management, the process of organizing resources to achieve business goals. Topics include the identification, approval, analysis, and general management of complex business projects. Project management tools, reports, techniques, and approaches will be covered.

Prerequisite(s): CIS 185.

CIS 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their computer information systems and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include junior computer information systems majors with a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any computer information systems coursework completed prior to submission of the co-op application. Three of the co-op credits can be applied toward the computer information systems major, and three credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): Completion of two of the three courses: CIS 200, CIS 270, and CIS330.

CIS 410 Selected Topics in Information Systems 3 Credits

Information and communication technologies are evolving rapidly and continually. The Special Topics course facilitates the exploration of a selected topic (or combination of topics) that represents a recent technological advance with important and direct implications in the field of computer information systems. Current research, readings, lectures, discussions and/or hands-on computer experience or other appropriate measures will be employed to stimulate student learning.

Prerequisite(s): to be determined by instructor.

CIS 420 Enterprise Security 3 Credits

This course introduces students to computer security. Coverage includes hardware, software, and network security issues. Through hands-on labs students will learn how computer systems can be comprised and how computer professionals can prevent and provide counterattacks for security intrusions.

Prerequisite(s): CIS 270 or permission of instructor.

CIS 430 Enterprise Integration 3 Credits

The major focus of this course includes the forces driving enterprise integration as well as the management decisions associated with the design and implementation of enterprise systems. Students will use SAP ERP extensively to configure, build, test, and implement an enterprise system for a real business environment from the ground up.

Prerequisite(s): CIS 315.

CIS 490 Independent Study: Research and Creative Expression 1-4 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

Prerequisite(s): permission of instructor.

CIS 491 Computer Information Systems Internship 3 Credits

This is an honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of information technology experiences. They are required to complete a term paper and/or to make an oral presentation to the faculty. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

MSD 104 Intro to Quantitative Methods 3 Credits

The aim of this course is to give students the preparation in algebra needed for successful completion of other required courses in management sciences and the functional areas of business administration. Topics covered include linear and quadratic equations and functions, systems of linear equations, exponential functions, logarithms, linear inequalities, radicals, percent change, scientific notation and scientific digits.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 110 Math for Actuarial Science I 3 Credits

The first of two courses designed to give the actuarial science student the necessary background in calculus. Topics include a brief review of a function, and introduces limits and continuity, the derivative and its applications, implicit differentiation, differentiating an inverse function, differentials, related rates, curve sketching, optimization problems, L'Hopital's rule, and an introduction to the indefinite integral. Fall.

MSD 111 Math for Actuarial Science II 3 Credits

A continuation of MSD 110. Topics include the definite integral and the fundamental theorem of calculus, change-of-variable theorems, the area between two graphs, integration by parts, improper integrals, infinite series, partial differentiation of a function of two variables and its optimization applications, and the double integral of a function of two variables.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

MSD 320 Quantitative Methods for Business Forecasting 3 Credits

A study of the various quantitative techniques applicable to the problems of forecasting that occur in business and industry. Topics may include the regression techniques of causal modeling, as well as the moving average, exponential smoothing, and Box-Jenkins approaches of time series analysis. All methods are illustrated with the use of realistic forecasts.

Prerequisite(s): MSD 201 or MTH 341.

MSD 325 Regression/Analysis Variance 3 Credits

This course examines the use of applied linear statistical models to adequately describe practical relationships in business and economics. The implementation of a popular statistical computing package to analyze realistic data sets is an important component of the course. Topics include simple and multiple linear regression, model diagnostics and remedial measures, and the analysis of variance.

Prerequisite(s): MSD 201 or MTH 341.

MSD 340 Production and Operations 3 Credits

This course introduces the concepts and techniques of designing and managing manufacturing and service systems and their operations effectively and efficiently. Major topics include product and process design, facility location, forecasting, aggregate planning, inventory management, supply chain management, project management, just-in-time systems, quality assurance, linear programming, and the transportation problem. Current issues such as productivity, global competitiveness, and quality are also discussed.

Prerequisite(s): MSD 105 or MSD 110, MSD 200 or MTH 340, MSD 201 or MTH 341.

MSD 350 Compound Interest Theory 3 Credits

A thorough treatment of the theory and applications of compound interest. Topics include the measurement of interest, elementary and general annuities, amortization schedules and sinking funds, and bonds and other securities.

Prerequisite: MSD 111 or equivalent. Fall.

MSD 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

MSD 491 Summer Mgt Sciences Internship 3 Credits

An honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of work experiences. They are required to complete a term paper and to make an oral presentation to the faculty. Grading is on a pass/fail basis.

Prerequisite(s): Permission of instructor.

International Business

Program Overview

The international business co-major is designed to enable students in the College of Business Administration to expand the breadth and depth of their knowledge by combining international business with another business major.

Concurrent business majors include accounting, advertising, business administration, information systems, economics, entrepreneurial studies, finance, global supply chain management, health care management, human resource management, management and leadership, marketing, sport management.

Curriculum Overview

Students in the international business co-major take four international business elective from a list including such courses as international advertising, international business law, independent study: global business, advanced seminar in global outsourcing, international trade and investment, comparative economic systems, international entrepreneurship, international finance, international management and international marketing.

Students also take an experiential elective such as a global business internship, a global business study tour, independent study or a study abroad program.

Degree Offered

- B.S.B.A. in International Business

Contact:

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Program Website: www.rider.edu/academics/colleges-schools/cba/undergraduate/international-bu... (<http://www.rider.edu/academics/colleges-schools/cba/undergraduate/international-business>)

Associated Department/College: College of Business Administration

Related Programs:

- Accounting (p. 27)
- Business Administration (p. 34)
- Information Systems (p. 69)
- Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Human Resource Management (p. 66)
- Management and Leadership (p. 81)
- Marketing (p. 89)

International Business Major Requirements

- Business Administration (p. 76)
- Liberal Arts (p. 76)
- Foreign Language Minor Option (p. 76)

Business Administration

(15 credits)

Code	Title	Credits
International Business Electives		
Select four of the following:		12
BUS 375	International Business Law	
CBA 490	Independent Study	
CIS 375/GSC 375	Adv. Sem in Global Outsourcing	
ECO 305	Internatl Trade and Investment	
ECO 315	Comparative Economic Systems	
ECO 365	Post-Soviet Economy	
ENT 375	International Entrepreneurship	
FIN 308	International Finance	
MGT 375	International Management	
MKT 330	International Marketing	
MKT 369	International Advertising	
SPT 320	Global Business of Sports	
Experiential Elective		
Select one of the following: ¹		3
BUS 492	Global Business Internship	
CBA 315	International Business Tour	
CBA 316/IND 316	Nature's Business	
CBA 317	Emerging Nations Study Tour	
CBA 490	Independent Study	
GSC 315	International Business Tour	
IND 210	Global Encounters: Special Education Abroad: A Comparative Experience	
MUS 312	The Arts Abroad	
POL 295	Special Topics in Political Science	
Total Credits		15

¹ A semester-long study abroad program may be used to count toward this requirement.

² International Business majors who use IND 210 to fulfill the List B Experiential requirement cannot count IND 210 towards the Global Cultural Liberal Arts requirement.

Liberal Arts

(6 credits)

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

Optional Addition—Foreign Language Minor

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

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

Code	Title	Credits
CHI 307	Images of Women in Chinese Literature and Film	3
CHI 310	Chinese Culture and Civilization	3

CHI 311	Calligraphy As a Window to Chinese Language and Culture	3
COM 252	Intercultural Communication	1.5-3
COM 352/GLS 352	Chinese and American Intercultural Commu	3
COM 393/GLS 393	International Communication	3
ENG 281	Global Film History: Origins to 1960	3
ENG 282	Global Film History: 1961 to Present	3
ENG 383	Global Cinemas	3
ENG 337	Global Literature	3
FMS 250	Global Film History: Origins to 1960	3
FMS 251	Global Film History: 1961 to Present	3
FMS 383	Global Cinemas	3
FRE 311	French Culture	3
GER 310	German Culture	3
GLS 180	Understanding Global Relations	3
GLS 200	Social Construction Global Soc	3
GLS 201	Politics of the Global Economy	3
GLS 285	The Student Global Village	3
GLS 295	Emerging Issues Global Multin'l Studies	3
GLS 310	Ethnographic Film	3
GLS 325	Global Persptvs Hlth & Illness	3
GLS 447	Global Literature	3
GLS 491	Internship in Global Studies	1-4
HIS 191	Europe Since 1715	3
HIS 201	African American History	3
HIS 200	Native American History	3
HIS 243	Italy Middle Ages to Present	3
HIS 246	Modern Britain	3
HIS 248	History of Ireland	3
HIS 249	Women in Europe from Antiquity to the French Revolution	3
HIS 274	Modern Russia	3
HIS 280	Vietnam in Peace and War	3
HIS 281	Modern Middle East	3
HIS 282	Colonial Latin America	3
HIS 283	Modern Latin America	3
HIS 284	Caribbean History	3
HIS 286	Modern East Asia	3
HIS 288	African History	3
HIS 289	History of Modern Japan	3
HIS 307	The Immigrant in American Life	3
HIS 333	20th-Century Europe	3
HIS 341	China in Revolution	3
HIS 342	Women in East Asia	3
LIT 250	Masterworks of Western Lit I	3
LIT 251	Masterworks of Western Lit II	3
LIT 311	Russian Literature 1850-1917	3
LIT 330	Russian Culture	3
MUS 308/GLS 308	World Music	3
PHL 207	Asian Philosophy	3

PHL 348	Indian Philosophy	3
PHL 358	Chinese Philosophy	3
PHL 368	Japanese Philosophy	3
POL 215/GLS 215	Global Politics	3
POL 216	Comparative Political Systems	3
POL 218	Asian Political Systems	3
POL 225/GLS 225	Nationalism in World Politics	3
POL 255	European Politics	3
POL 267	Chinese Politics	3
POL 272	Politics of Latin America	3
POL 307	Political Communication	3
POL 309	Will China Be Next Superpower?	3
POL 315/GLS 315	Global Issues	3
POL 320	Politics of the Middle East	3
POL 321	International Law	3
POL 329/GLS 329	Comparative Environmental Policy	3
POL 365/GLS 365	Third World Politics	3
POL 366	Communist Systems: Politics and Policies	3
POL 367/GLS 367	Pol Exile, Asylum & Diaspora	3
POL 368/GLS 368	International Organizations	3
POL 371	The Arab-Israeli Conflict	3
SOC 311	Social and Cultural Change	3
SOC 341	Developing Societies	3
SPA 310	Spanish Culture & Civilization	3
SPA 311	Latin American Latino Culture	3
Any foreign language elective		

Courses and Descriptions

BUS 375 International Business Law 3 Credits

This course considers the impact of international organizations and treaties on global business and examines the various methods of international dispute resolution. Important legal and ethical issues related to conducting business overseas are discussed including the topics of labor and employment rights, environmental law, and intellectual property.

Prerequisite(s): 54 credits.

ECO 305 Internatl Trade and Investment 3 Credits

Studies the theory, institutions, and structures underlying the international flow of trade and investment. Topics are: the theory of international trade; balance of payment analysis; the international monetary system; adjustment to balance of payment disequilibrium; regional economic integration; the economic effects of trade restrictions; and trade and foreign investment problems of developing nations.

Prerequisite(s): ECO 200 and ECO 201.

ECO 315 Comparative Economic Systems 3 Credits

Provides a conceptual framework for classifying and comparing economic systems. Presents theory of the capitalist market economy and case studies of the U.S., Japanese, French, and Swedish economies. Examines theory of the centrally planned economy, its transition, and case studies of the Soviet and its successor states, Chinese, and East European economies. Case studies are necessarily limited, concentrating on selected topics, such as transition strategies, industrial policy, etc.

Prerequisite(s): ECO 200 and ECO 201.

ECO 365 Post-Soviet Economy 3 Credits

Studies the contemporary post-Soviet economic system, with emphasis on institutions, policies and issues related to business opportunities in this area. Topics covered include the historic, geographic, political, and cultural setting, planning and plan implementation in the traditional system, current reforms and prospects for the future, with special reference to the foreign trade institutions and experience of foreign firms doing business in the post-Soviet Union and Eastern European countries.

Prerequisite(s): ECO 200 and ECO 201 or permission of instructor.

ENT 375 International Entrepreneurship 3 Credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice.

Prerequisite(s): MGT 201 and junior standing.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MKT 330 International Marketing 3 Credits

This course examines the global marketplace and the complexities of its environmental influences, and necessary adaptations in formulating the strategies for product, pricing, promotion, channel and supply chain management.

Prerequisite(s): MKT 200.

MKT 369 International Advertising 3 Credits

This course introduces students to the general landscape of international advertising with emphasis on understanding the opportunities and challenges entailed in international advertising management. The course will cover the subject from three aspects, including the international advertising environment, the international advertising industry, and international advertising strategies.

Prerequisite: MKT 200 or permission of instructor.

Investment Analysis Certificate

Program Overview

The Certificate in Investment Analysis Program is designed to prepare students for a variety of careers in investments and corporate finance. Participants receive in-depth training involving investment tools, valuation of assets, and management of investments that will position them to enter the fields of security analysis and portfolio management.

Even though the focus of the program is on investments, the knowledge that participants gain from the required courses is highly valued in other finance fields such as financial planning and treasury management.

This undergraduate certificate program is also designed to prepare students for the Chartered Financial Analyst (CFA) Level 1 Exam. The

CFA designation is globally recognized by employers and investment professionals. The contents of the required courses for the certificate program, along with the other required courses for a business undergraduate degree, cover a significant portion of the CFA Level 1 Exam curriculum.

Curriculum Overview

The certificate program requires students to take the following five courses: Intermediate Corporate Finance; Investments; Fixed Income and Derivatives; Investment Analysis and Portfolio Management and Financial Analysis and Ethics.

The five required courses for the certificate program satisfy finance major requirements. Finance-Accounting double majors are not required to take Financial Analysis and Ethics.

To complete the program, students must have a minimum GPA of 3.4 for the six courses required by the program and minimum cumulative GPA of 3.25.

Degree Offered

- Certificate in Investment Analysis

Contact:

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Professor
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609-895-5404
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Program Website: www.rider.edu/finance

Associated Department: Department of Finance

Admission

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

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

Prerequisite Courses

Code	Title	Credits
ACC 210	Introduction to Accounting	3
ACC 220	Managerial Uses of Accounting	3
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
MSD 201	Statistical Methods II	3

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

Requirements for the Certificate

(15 credits)

Code	Title	Credits
FIN 309	Intermediate Corporate Finance	3
FIN 312	Investments	3
FIN 360	Derivatives	3
FIN 370	Financial Analysis and Ethics	3
FIN 412	Investment Analysis	3
Total Credits		15

¹Students who are double majoring in Finance and Accounting are permitted to waive FIN 370 Financial Analysis and Ethics.

In order to successfully complete the certificate program, students must have a minimum GPA of 3.25 in the 15 semester hours of required coursework and a minimum cumulative GPA of 3.25.

Courses and Descriptions

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POI.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

Leadership Development Program / Certificate in Leadership

Overview

The Leadership Development Program (LDP), housed within the Center for the Development of Leadership Skills, is a certificate bearing program that is open to undergraduate students of all majors at the University. The LDP is designed to create confident leaders by combining traditional academic learning with intensive skill training and supervised leadership experience through co-curricular activities, experiential learning, fieldwork, and community service.

The three components of the program (academic, experiential, and practical) apply knowledge and skills that are strengthened with “hands-on” participation in leadership and team environments. Through coaching and training, our students reinforce their leadership and interpersonal skills with team building, influence, and communication exercises throughout their time at Rider.

To become a member of the Leadership Development Program, interested undergraduate students must apply and be accepted. LDP members have from the time they are accepted to the time they graduate Rider to complete the requirements for the **Certificate in Leadership**, which is noted officially on each student’s transcript.

To learn more about the Leadership Development Program and apply for membership, please visit the Leadership Development Program (<http://www.rider.edu/academics/colleges-schools/college-business-administration/centers-excellence/center-development-leadership-skills/leadership-development-program>) website.

Certificate Offered

- Certificate in Leadership

Contact

Laura Seplaki

Associate Director, CDLS; Director, LDP
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609-895-5791
lseplaki@rider.edu

Program Requirements

The Leadership Development Program at Rider is a University-wide program that is open to undergraduate students of all majors. Upon successful completion of the requirements listed below, students will obtain a Leadership Certificate upon graduation from Rider.

All LDP members must maintain at least a 2.5 cumulative grade point average. Applicants with a cumulative GPA of 2.5 or less will not be considered for membership into the LDP.

Code	Title	Credits
Academic Component		
LDP 200	Foundations of Leadership ¹	3
	One Ethics or Multicultural Studies elective ^{1, 2}	3
Experiential Component		
	Three Leadership Skills Seminars	
Practical Component		
	Leadership Practicum ³	
Event/Meeting Requirements (per academic year in the program)		
	One career development workshop	
	One LDP-sponsored or endorsed program/workshop	
	One LDP general member meeting	

¹ Grade earned must be a “B-” or better.

² For a list of courses which satisfy this requirement please see Ethics/Multicultural Courses (<http://www.rider.edu/academics/colleges-schools/college-business-administration/centers-excellence/center-development-leadership-skills/leadership-development-program/ethics-multicultural-courses>).

³ The Leadership Practicum consists of 200 supervised study units of actual leadership experience in clubs, organizations, internships, field work, community service, or other similar leadership activities.

LDP 200 Foundations of Leadership 3 Credits

This course provides students with a working model of leadership to guide their personal leadership development. It also exposes students to insights about leadership from respected commentators, scholars, and practitioners. Finally, it provides students with an opportunity to actively “do” leadership through experiential learning activities.

Legal Studies

Program Overview

The Legal Studies minor provides students with an in-depth knowledge and understanding of the nature and development of law, legal institutions and processes, and the relationship ethical and social issues in the business world. Courses in the program include a wide spectrum of academic departments and programs so students may benefit from studying law from diverse perspectives. Students can focus their course of study around their specific career goals by completing the required courses and selecting from a range of elective courses within the program. In addition, the Legal Studies minor can often be combined with other major and minor programs.

Degree Offered:

- Minor in Legal Studies

Contact

Ira Sprotzer, J.D.

Associate Professor and Chairperson
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Program Website: Legal Studies

Associated Department: Department of Marketing, Sport Management and Legal Studies

Legal Studies Minor Requirements

(18 Credits)

Code	Title	Credits
REQUIRED COURSES:		
BUS 210	Intro to Law: Contracts	3
BUS 300	The Legal and Ethical Environment of Business	3
LAW 450	Law & Justice Senior Seminar	3
ELECTIVE COURSES: Choose 3 from the following list:		
BUS 211	Commercial Law	3
BUS 214	Advanced Business Law	3
BUS 315	Healthcare Law, Ethics & Policy	3
BUS 375	International Business Law	3
BUS 444	Selected Topics Business Policy	3
COM 301	Communication Law	3
HIS 301	Constitutional History of U.S.	3
HRM 312	Intro to Labor Relations	3
LAW 305	Trial Advocacy	3
LAW 308	Conflict & Conflict Resolution	3
LAW 310	Cyberspace Law and Policy	3
LAW 355/SPT 355	Sports and the Law	3
LAW 490	Independent Study: Research and Creative Expression	1-4
LAW 491	Internship in Law and Justice	1-4
POL 300	U.S. Constitutional Law	3

Business majors can double count a maximum of 2 courses toward another program.

Courses and Descriptions

BUS 210 Intro to Law: Contracts 3 Credits

An introduction to the origin of current law, with emphasis on the development of business law, students are exposed to legal terminology and acquainted with the system of application of rules of law to actual situations. The laws of contracts, particularly common-law developments, are considered in great detail.

BUS 211 Commercial Law 3 Credits

The law as related to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code is considered in depth. Warranties, guarantees, remedies, and product liability are explored. The laws of bankruptcy and insurance are also considered.

Prerequisite(s): BUS 210.

BUS 214 Advanced Business Law 3 Credits

This course provides students with an introduction to the fundamentals of individual and organizational forms of doing business. The laws governing agency, partnerships, corporations, and the purchase and sale of securities will be explored. The legal consequences of the relationships, and the rights and duties of the parties and entities will be discussed, as will the rules of law governing real, personal, and intellectual property, including the transfer of title to real property, the various types of bailments, the landlord-tenant relationship, and the laws concerning wills, trusts, and estates. The concerns of businesses that compete in the global environment through the study of international law will also be discussed. This course replaces the property (BUS 213) and business associations (BUS 212) courses; you may not take this course if you have taken either of these courses.

Prerequisite(s): BUS 210.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

BUS 315 Health Care Law, Ethics & Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

Prerequisite(s): 24 credits.

BUS 375 International Business Law 3 Credits

This course considers the impact of international organizations and treaties on global business and examines the various methods of international dispute resolution. Important legal and ethical issues related to conducting business overseas are discussed including the topics of labor and employment rights, environmental law, and intellectual property.

Prerequisite(s): 54 credits.

BUS 444 Selected Topics Business Policy 3 Credits

The study of a selected topic of contemporary interest related to one or more of the following: strategic management, business law, business ethics, social responsibility, legal environment of business. Readings, research, lectures, discussions, and other methods will be used.

Prerequisite(s): to be determined by instructor.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

HIS 301 Constitutional History of U.S. 3 Credits

Surveys the English, Colonial, and Confederation backgrounds of American law and constitutionalism; the framing, adoption, and implementation of the Federal Constitution and its later development; the role of law in the nation's history; the changing interpretations of federalism; the growth of judicial review; and the increasing role of the Supreme Court.

HRM 312 Intro to Labor Relations 3 Credits

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

LAW 305 Trial Advocacy 3 Credits

Students will apply fundamental legal concepts and rules of evidence to specific cases. By engaging in trial simulations, students will evaluate various forms of evidence, identify legal principles and evidentiary rules that impact a criminal trial, learn about trial procedures, pursuit of case theories, and witness, exhibit and jury selection.

LAW 308 Conflict & Conflict Resolution 3 Credits

Focuses on understanding the meaning of conflict and strategies for its resolution. The course examines the ways conflict functions in various social contexts including professional, community, family, education, and international relations. Traditional models of adjudication will be compared to alternative forms of dispute resolution. Students will be introduced to research on the practice and effectiveness of various forms of conflict and conflict resolution. Students will participate in various class exercises, including role-plays, simulations, and case studies.

LAW 310 Cyberspace Law and Policy 3 Credits

Explores the legal and policy concerns raised by the Internet, nationally and globally. The course considers issues of legal regulation of the Internet, and consider the debate about whether cyberspace can or should be regulated. Attention will be given to the applicability of principles of law and models of regulation. Topics addressed will include jurisdiction, freedom of expression, intellectual property, privacy protection, safety concerns, equal access, electronic commerce, and computer crime.

LAW 355 Sports and the Law 3 Credits

Examines the legal, ethical, economic, social and managerial issues related to sports. Topics include liability issues, contracts, employment discrimination, antitrust law, and constitutional law. Note: This course is cross-listed as SPT 355. Students may not get credit for both LAW 355 and SPT 355.

LAW 450 Law & Justice Senior Seminar 3 Credits

Draws on and develops students' knowledge and understanding of law and legal institutions and applies it to a specific legal topic, method, institution, or controversy. Topics will vary. Students explore the social, political, ethical, and economic issues relevant to the topic. Students will be expected to contribute to seminar discussions and to complete projects related to the seminar theme. Required for seniors in law and justice minor and open to others by permission of the Director of the Law and Justice Program.

LAW 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

LAW 491 Internship in Law and Justice 1-4 Credits

Provides supervised work experience in an institution, office, or agency related to law or law enforcement, such as courts, prosecutor/defense attorney offices, private law offices, state agencies, and local police departments. Students are expected to apply and broaden the knowledge obtained from law and justice minor courses to their fieldwork experience.

Prerequisite(s): 2.75 GPA and permission of the Director of the Law and Justice program.

POL 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS 300. Students may not get credit for both HLS 300 and POL 300.

Management and Leadership

Program Overview

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

Curriculum Overview

Courses in the program include Team Management, Management Skills, Introduction to Human Resource Management, Managing Workforce Diversity, Ethical Management, Small Business Management, Negotiation, International Management, Advanced Leadership, and more.

Degree Offered

- B.S.B.A. in Management & Leadership

Contact

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Associated Department: Department of Management

Related Programs

- Business Administration (p. 34)
- Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Health Care Management (p. 63)
- Human Resource Management (p. 66)
- Sport Management (p. 102)

- Organizational Psychology (p. 94)

Requirements for the Major

(18 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
MGT 355	Team Management ¹	3
MGT 363	Management Skills ¹	3
MGT 450	Advanced Leadership	3
Select three of the following:		9
ENT 348	Small Business Management	
ENT 448	Small Business Consulting Sem	
MGT 310	Intro to Human Resource Mgmt	
MGT 320	Managing Workforce Diversity	
MGT 346	Negotiation	
MGT 375	International Management	
MGT 410	Ethical Management	
MGT 421	Sel Topics:Mgt & Organztn Behv	
MGT 490	Independent Research and Study	
Total Credits		18

¹ Management majors have the option of completing MGT 355 Team Management or MGT 363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count either MGT 355 or MGT 363 toward the Leadership Elective, the student must complete 3 credits of free elective for graduation.

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

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year, who change their major, or those who transfer to Rider will follow a different plan to ensure a timely graduation. Each student, with guidance from his or her advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3

Humanities Elective	3
Semester Credit Hours	16

Year 2

Fall Semester

ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		16

Spring Semester

ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT Major Elective		3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		15

Year 3

Fall Semester

BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
MGT 355	Team Management ⁶	3
MGT Major Elective		3
Leadership Elective		3
Free Elective ⁵		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
MGT 363	Management Skills ⁶	3
MSD 340	Production and Operations	3
Free Elective ⁵		3
Semester Credit Hours		12

Year 4

Fall Semester

BUS 400	Strategic Mgmt and Policy	3
MGT Major Elective		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Spring Semester

MGT 450	Advanced Leadership	3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ CIS 185 Information Systems Essentials can be taken in the Fall or Spring of Year 1.

- ² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-year Free Elective.
- ³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.
- ⁴ Transfer students can take CBA 336 Career Planning (3 credits) as a substitute for the Career Planning sequence.
- ⁵ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.
- ⁶ MGT 355 Team Management and MGT 363 Management Skills can be taken in Spring of Year 2, or in Fall or Spring of Year 3 or Year 4.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3
Spring Semester		
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Free Elective 1		3
Social Science Elective		3
Semester Credit Hours		16
Summer Semester		
ACC 210	Introduction to Accounting	3
Humanities Elective		3
Semester Credit Hours		6
Year 2		
Fall Semester		
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Free Elective 2		3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		19

JTerm

Free Elective 3	3
Semester Credit Hours	3

Spring Semester

ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
Free Elective 4		3
Global/Cultural Liberal Arts Elective		3
Major Course Elective ¹		3
Major Course Elective ¹		3
Semester Credit Hours		16

Summer Semester

Free Elective 5	3
Free Elective 6	3
Semester Credit Hours	6

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
MGT 355	Team Management ²	3
MSD 340	Production and Operations	3
Free Elective 7		3
Major Course Elective ¹		3
Semester Credit Hours		18

JTerm

Free Elective 8	3
Semester Credit Hours	3

Spring Semester

BUS 400	Strategic Mgmt and Policy	3
MGT 363	Management Skills ²	3
MGT 450	Advanced Leadership	3
Free Elective 9		3
International Business Elective ¹		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses (MGT 375 International Management) or as free elective courses.

² The Leadership Elective requirement is not listed because MGT 355 Team Management and MGT 363 Management Skills (required for the Management major) both satisfy the Leadership Elective requirement. An additional 3-credit free elective has been added.

Notes:

- This accelerated plan assumes no AP or other credits were transferred into Rider University.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.

- Students are strongly suggested to complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448, ECO 450.)

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 329L Research Methods: Org Psy Lab 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 336 Career Management 3 Credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course.

The meaning of work and the development of careers are discussed, and students undertake self-assessment for the purpose of career planning. Careers are examined in the context of important changes occurring today in the world of work. The impact of the executive, organizational counselors and trainers, and the educational system upon the development of human potential is examined, along with the techniques for human resource planning and development.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 346 Negotiation 3 Credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing.

Prerequisite(s): MGT 201 or permission of the instructor.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice.

The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MGT 410 Ethical Management 3 Credits

Managers today face a broad range of ethically challenging situations. This course will help students to confront and analyze ethical dilemmas effectively in the workplace. Cases, simulations, hands-on content will engage students with the material, and will generate robust class discussion.

Prerequisite(s): Completion of MGT 201 and Leadership Requirement course.

MGT 421 Sel Topics:Mgt & Organztn Behv 3 Credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 450 Advanced Leadership 3 Credits

Leadership is the ability to influence a group of people towards a goal. In this course, students will increase their own leadership capacities so that they can become effective leaders of organizations and teams. They will integrate what they have learned from their experience and other coursework with diverse reading and writing assignments and team projects as they explore complex leadership issues related to vision, communication, motivation, ethics, team dynamics, power, and change management.

Prerequisite(s): MGT 201; Leadership elective (LDP 200, LDP 220, LDP 398, MGT 355, MGT 363).

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 491 Intern Management/Org Behavior 3 Credits

Provides the student with the opportunity to supplement and apply their management and leadership classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): major in management and leadership or human resource management and MGT 363, or senior status; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

Management and Leadership/Human Resource Management Double Major

Program Overview

Rider's management and leadership major gives students the knowledge and skills they need to compete in a rapidly changing global marketplace. Whether students are looking for a position with a medium to large organization or thinking of starting companies of their own, the management and leadership major provides the knowledge and skills they will need to be successful.

Human Resource Management (HRM) professionals are vital to organizations. With private and public-sector organizations becoming more concerned with issues such as legal compliance, corporate culture and ensuring employee work behaviors are aligned with strategic objectives, the demand for well-trained HRM professionals is constantly growing. They establish and implement policies that affect such organizational functions as recruitment, selection, training and development, performance management, compensation and benefits.

Curriculum Overview

Management and Leadership

Rider's management and leadership major opens the possibility of becoming a manager and leader in any industry or field. Businesses want their new employees to handle themselves as subordinates, supervisors and team members. Our management and leadership major provides hands-on training in these people skills. The major also provides students with a comprehensive understanding of management theories, so that students don't have to learn what works and what doesn't by trial-and-error on-the-job.

Human Resource Management

Human resource management professionals establish and implement policies that influence recruitment, selection, training and development of employees. They also work in areas of development, performance management, compensation, and benefits. HRM professionals may be involved with human resource planning, job design and developing and implementing strategy.

Our HRM program has been ranked among the top 20 Human Resource Management programs in the US, and placed as the #3 undergraduate HRM program in New Jersey by College Factual. The Society of Human Resource Management (SHRM) has acknowledged that our curriculum is fully aligned with SHRM's competency model for the HR profession. This connection to the profession, coupled with Rider's engaged learning program, makes Rider a great place to study Human Resource Management.

The department majors are valuable for students who want to pursue graduate studies in HRM, management, law and psychology. The majors may be taken alone, together or in combination with another major offered by the College of Business Administration.

Degree Offered

- B.S.B.A. in Management and Leadership
- B.S.B.A in Human Resource Management

Contact

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Program Website: M (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs-0/management>) and Leadership (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Associated Department: Department of Management and Leadership (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs:

- Business Administration (p. 34)
- Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Health Administration (p. 60)
- Human Resource Management (p. 66)
- Management and Leadership (p. 81)

- Organizational Psychology (p. 94)

Requirements for the Double Major

(33 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
MGT 310	Intro to Human Resource Mgmt	3
MGT 355	Team Management ¹	3
MGT 363	Management Skills ¹	3
MGT 375	International Management	3
MGT 450	Advanced Leadership	3
HRM 315	Employee Selection & Training	3
HRM 316	Employee Compensation Systems	3
Select four of the following, including at least one of the first three listed:		12
HRM 312	Intro to Labor Relations	
HRM 333	Employee Engagement	
HRM 441	Sel. Topics: Human Res Mgt ²	
MGT 320	Managing Workforce Diversity	
MGT 346	Negotiation	
ENT 348	Small Business Management	
ENT 448	Small Business Consulting Sem	
MGT 410	Ethical Management	
HRM 490	Independent Research and Study	
MGT 490	Independent Research and Study	
MGT 421	Sel Topics:Mgt & Organtztn Behv ²	
Total Credits		33

¹ Management and Human Resource Management double majors have the option of completing MGT 355 Team Management or MGT 363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count either MGT 355 or MGT 363 toward the Leadership Elective, the student must complete 3 credits of free elective for graduation.

² Either MGT 421 or HRM 441 can be taken, not both.

Note:

- An average grade of "C" or better is required in the 33 semester credit hours that are required for the management and leadership and human resource management double major. Majors are encouraged to take either MGT 491 Intern Management/Org Behavior OR HRM 492 Internship in Human Res Mgt as a free elective.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
Humanities Elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 310	Intro to Human Resource Mgmt	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
HRM 315	Employee Selection & Training	3
MGT 355	Team Management	3
CBA 302	Career Plan & Perspect III ⁴	1
Management Major Elective		3
Semester Credit Hours		13
Spring Semester		
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
MGT 363	Management Skills	3
HR Major Elective		3
Leadership Elective		
Semester Credit Hours		12
Year 4		
Fall Semester		
BUS 400	Strategic Mgmt and Policy	3
HRM 316	Employee Compensation Systems	3

MGT 375	International Management	3
Management Major Elective		3
Free Elective ⁵		3
Semester Credit Hours		15
Spring Semester		
MGT 450	Advanced Leadership	3
Management Major Elective		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15
Total Credit Hours for Graduation		117

- ¹ CIS 185 Information Systems Essentials can be taken in the Fall or Spring of Year 1.
- ² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credit Free Elective.
- ³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.
- ⁴ Transfer Students can take CBA 336 Career Planning (3 credits) as a substitute for the Career Planning sequence.
- ⁵ Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.

HRM 312 Intro to Labor Relations 3 Credits

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 313 Legal Aspects of Human Res Mgt 3 Credits

This course deals with the various laws that affect human resource management, including social insurance, legislation, minimum wage laws, OSHA, ERISA, as well as equal employment opportunity legislation. This course is concerned not only with the provisions of these laws, but also with their constitutionality, their effects, and how they are administered.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

HRM 441 Sel. Topics: Human Res Mgt 3 Credits

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or HRM major elective.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 491 Internship 1-4 Credits

Provides the student with the opportunity to supplement and apply human resource management coursework in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing work experiences. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): Junior or Senior; Major in human resource management and MGT 310; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

HRM 492 Internship in Human Res Mgt 3 Credits

Provides the student with the opportunity to supplement and apply their human resource management classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. 2.75 GPA overall and 3.0 GPA in the major is required.

Prerequisite(s): major in human resource management or management and leadership, and MGT 310; senior status; and permission of instructor.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 329L Research Methods: Org Psy Lab 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 336 Career Management 3 Credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course. The meaning of work and the development of careers are discussed, and students undertake self-assessment for the purpose of career planning. Careers are examined in the context of important changes occurring today in the world of work. The impact of the executive, organizational counselors and trainers, and the educational system upon the development of human potential is examined, along with the techniques for human resource planning and development.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 346 Negotiation 3 Credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing.

Prerequisite(s): MGT 201 or permission of the instructor.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MGT 410 Ethical Management 3 Credits

Managers today face a broad range of ethically challenging situations. This course will help students to confront and analyze ethical dilemmas effectively in the workplace. Cases, simulations, hands-on content will engage students with the material, and will generate robust class discussion.

Prerequisite(s): Completion of MGT 201 and Leadership Requirement course.

MGT 421 Sel Topics:Mgt & Organztn Behv 3 Credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 450 Advanced Leadership 3 Credits

Leadership is the ability to influence a group of people towards a goal. In this course, students will increase their own leadership capacities so that they can become effective leaders of organizations and teams. They will integrate what they have learned from their experience and other coursework with diverse reading and writing assignments and team projects as they explore complex leadership issues related to vision, communication, motivation, ethics, team dynamics, power, and change management.

Prerequisite(s): MGT 201; Leadership elective (LDP 200, LDP 220, LDP 398, MGT 355, MGT 363).

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 491 Intern Management/Org Behavior 3 Credits

Provides the student with the opportunity to supplement and apply their management and leadership classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): major in management and leadership or human resource management and MGT 363, or senior status; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

Marketing

Program Overview

A degree in marketing provides students with the knowledge they need to compete in today's global marketplace. Graduates from the marketing program enter the workforce with a strong background in business, a critical understanding of consumer behavior, ad trends and the know-how needed to reach target audiences and to promote services and products.

Curriculum Overview

As a marketing major at Rider, students have the choice of pursuing one of five marketing tracks: general marketing, advertising, digital marketing, pharmaceutical and health care marketing, or professional selling. These tracks provide all marketing majors with the foundation of knowledge and skills necessary for a marketing career while offering students the opportunity to focus their curriculum on a path that best suits their career interests and goals.

Possible employment opportunities can be found with profit and non-profit and public or private organizations marketing goods or services to consumers, businesses or other organizations.

Degree Offered

- B.S.B.A. in Marketing

Contact

Ira Sprotzer, J.D.
Associate Professor and Chairperson
Sweigart Hall 239
(609) 896-5280

sprotzer@rider.edu

Program Website: Marketing (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/marketing-advertising>)

Associated Department: Department of Marketing, Sport Management and Legal Studies

Related Programs

- Business Administration (p. 34)
- Communication Studies (p. 331)
- Film and Media Studies (p. 390)
- Entrepreneurial Studies (p. 45)
- Graphic Design (p. 423)
- Journalism (p. 461)
- Public Relations (p. 534)
- Web Design (p. 561)

Marketing Major Requirements

(24 credits)

Students are *required* to complete one of the five tracks shown below :

Tracks for Marketing Major

- General Marketing
- Advertising
- Digital Marketing
- Professional Selling
- Health Care and Pharmaceutical Marketing

General Marketing Track

Code	Title	Credits
MKT 320	Consumer Behavior	3
MKT 330 or MKT 369	International Marketing ¹ International Advertising	3
MKT 366	Marketing Research	3
MKT 460	Marketing Management Seminar	3
Four additional Marketing Electives are required ²		12
Total Credits		24

¹ Only one of MKT 330 or MKT 369 can count in major. General Marketing majors must take a second International Business elective and count it as Free Elective only.

² MKT 490 & MKT 491 cannot count as MKT electives.

Students are required to complete 6 credits of International Business electives. Marketing majors can only count 3 credits of International Business elective in their major.

Advertising Track

Code	Title	Credits
MKT 205	Advertising Principles	3
MKT 320	Consumer Behavior	3

MKT 366	Marketing Research	3
MKT 369	International Advertising	3
MKT 375	Digital Advertising and Social Media	3
MKT 460	Marketing Management Seminar	3
ADV 435	Advertising Campaigns	3
COM 212	Publication Design ¹	3
Total Credits		24

¹ This course can count as a required social science elective. If you count it as a social science elective, you must complete an additional 3-credit free elective.

Digital Marketing Track

Code	Title	Credits
CIS 200	Web Application Development I ¹	3
or COM 212	Publication Design	
MKT 250	Retailing Management	3
MKT 320	Consumer Behavior	3
MKT 330	International Marketing	3
or MKT 369	International Advertising	
MKT 366	Marketing Research	3
MKT 367	Marketing Web Analytics	3
MKT 375	Digital Advertising and Social Media	3
MKT 460	Marketing Management Seminar	3
Total Credits		24

¹ This course can count as a required social science elective. If you count it as a social science elective, you must complete an additional 3-credit free elective.

Professional Selling Track

Code	Title	Credits
MGT 346	Negotiation	3
MKT 250	Retailing Management	3
MKT 320	Consumer Behavior	3
MKT 330	International Marketing	3
or MKT 369	International Advertising	
MKT 340	Personal Selling	3
MKT 366	Marketing Research	3
MKT 440	Sales Management	3
MKT 460	Marketing Management Seminar	3
Total Credits		24

Health Care & Pharmaceutical Marketing Track

Code	Title	Credits
MKT 320	Consumer Behavior	3
MKT 330	International Marketing	3
or MKT 369	International Advertising	
MKT 340	Personal Selling	3
MKT 345/GSC 345	Customer Focus	3

MKT 366	Marketing Research	3
MKT 380	Healthcare Marketing	3
MKT 460	Marketing Management Seminar	3
Choose one of the following:		3
BIO 206	The Pharmaceutical Industry ¹	
HTH 205	Introduction to Health Care	
BUS 315	Healthcare Law, Ethics & Policy	
Total Credits		24

¹ BIO 206 can count as a required natural science elective. If you count BIO 206 as a natural science elective, you must complete an additional 3-credit free elective.

Financial Services Marketing Concentration (p. 51)

The concentration in financial services marketing is open to Finance and Marketing majors. Students majoring in Finance are required to complete 12 credit hours in marketing coursework; and students majoring in Marketing are required to complete 12 credit hours in finance coursework.

Finance Majors

Required Courses

Code	Title	Credits
MKT 340	Personal Selling	3
MKT 440	Sales Management	3
Elective Courses		
Select two of the following:		6
MKT 260	Service Marketing	3
MKT 310	Business to Business Marketing	3
MKT 320	Consumer Behavior	3
MKT 366	Marketing Research	3
MKT 490	Independent Research and Study	1-4
MKT 491/FIN 491	Internship-Based Indep Study	3
Total Credits		12

Marketing Majors

Required Courses

Code	Title	Credits
FIN 305	Personal Financial Planning	3
FIN 307	Financial Markets & Institut	3
FIN 312	Investments	3
Elective Courses		
Select one of the following:		
FIN 315	Financial Modeling	3
FIN 360	Fixed Income and Derivatives	3
FIN 412	Investment Analysis	3
Total Credits		12

In order to complete the concentration, students must achieve a minimum GPA of 2.5 in the concentration coursework, and a minimum grade of "C" in each of the concentration courses.

For information on the Financial Services Marketing Concentration please contact:

Ira Sprotzer, J.D.
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Swiegart Hall 239
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sprotzer@rider.edu

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year, who change their major, or those who transfer to Rider will follow a different plan to ensure a timely graduation. Each student, with guidance from his or her advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
	Natural Science Elective	3
	Social Science Elective	3
	Semester Credit Hours	15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
	Humanities Elective	3
	Semester Credit Hours	16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MSD 201	Statistical Methods II	3
MGT 201	Fund Management & Org Behavior	3
	Global/Cultural Liberal Arts Elective	3
	Semester Credit Hours	16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
	Global/Cultural Liberal Arts Elective	3
	Free Elective ⁵	3
	Semester Credit Hours	15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
MKT 320	Consumer Behavior	3
MKT 366	Marketing Research ⁶	3

MKT Major Elective ^{5, 7}		3
Leadership Elective		3
Semester Credit Hours		16
Spring Semester		
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
MKT Major Elective ^{5, 7}		3
Free Elective ⁵		3
Semester Credit Hours		12
Year 4		
Fall Semester		
BUS 400	Strategic Mgmt and Policy	3
MKT Major Elective ^{5, 7}		3
MKT Major Elective ^{5, 7}		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15
Spring Semester		
MKT 460	Marketing Management Seminar	3
MKT Major Elective ^{5, 7}		3
Free Elective ⁵		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ CIS 185 can be taken in the Fall or Spring of year 1.

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credits Free Elective.

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer Students can take CBA 336 Career Planning (formerly MGT 336 Career Management) (3 credits) as a substitute for the Career Planning sequence.

⁵ Students are required to complete 6 credits of International Business Elective. One of the International Business Electives can be fulfilled as a major elective. The 2nd International Business Elective must count as Free Elective only.

⁶ MKT 366 Marketing Research can be taken in Fall or Spring of Year 3 or Year 4.

⁷ Marketing majors are required to choose 1 of 5 concentrations. Please refer to the concentration requirements to determine required major courses.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3

CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15
JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3
Spring Semester		
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Free Elective 1		3
Social Science Elective		3
Semester Credit Hours		16
Summer Semester		
ACC 210	Introduction to Accounting	3
Humanities Elective		3
Semester Credit Hours		6
Year 2		
Fall Semester		
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MKT 320	Consumer Behavior	3
MSD 201	Statistical Methods II	3
Global/Cultural Liberal Arts Elective		3
Semester Credit Hours		19
JTerm		
Free Elective 2		3
Semester Credit Hours		3
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
MKT 366	Marketing Research	3
Global/Cultural Liberal Arts Elective		3
Leadership Elective		3
Major Course Elective 1		3
Semester Credit Hours		16
Summer Semester		
CIS 385	Management Information Systems	3
Free Elective 3		3
Semester Credit Hours		6
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
MSD 340	Production and Operations	3
Major Course Elective 2		3
Major Course Elective 3		3
Major Course Elective 4		3

Free Elective 4		3
Semester Credit Hours		18
JTerm		
Free Elective 5		3
Semester Credit Hours		3
Spring Semester		
BUS 400	Strategic Mgmt and Policy	3
MKT 460	Marketing Management Seminar	3
Free Elective 6		3
International Business Elective		3
Major Course Elective 5		3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

- Marketing majors are required to choose 1 of 5 concentrations. Please refer to the concentration requirements to determine required major courses.
- Assumes no AP or other credits transferred into Rider University.
- Students are required to take 6 credits of International Business Electives. One of the International Business Electives can count in the major. The 2nd International Business Elective must count as Free Elective only.
- Business Honors students will have a different sequence.
- Global/Cultural Liberal Arts Elective can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.
- For the Leadership Elective, choose from LDP 398 Co-op Experience Seminar, LDP 200 Foundations of Leadership, LDP 220 Service Learning Through MOB, MGT 355 Team Management, or MGT 363 Management Skills.
- Students are strongly suggested to complete a credit-bearing experiential course (e.g., internship, co-op, study tour, study abroad, ENT 448 Seminar in Small Business Consulting, ECO 450 Seminar in Economic Research.)

Courses and Descriptions

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MKT 205 Advertising Principles 3 Credits

Basic theory, functions, principles, and applications of advertising are the focus of this course. The relation of advertising to our economy, the advertising department and the ad agency, selection of media, advertising practices, and the use of research to improve advertising techniques are covered.

Prerequisite: MKT 200. Required for advertising majors.

MKT 250 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 260 Service Marketing 3 Credits

Focuses on the unique challenges of managing services and delivering quality service to customers. Emphasis is placed on the total organization, and how effective marketing and customer focus must be coordinated across multiple functions. The course is applicable to service organizations and to organizations that depend on service excellence for competitive advantage. Topics include customer-focused management, and customer satisfaction, retention, lifetime value and profitability. Students will learn to map services, understand customer expectations, and develop relationship marketing strategies.

Prerequisite(s): MKT 200.

MKT 280 Sports Marketing 3 Credits

The course focuses on the unique challenges of marketing sports at a variety of levels: youth, college, professional, and international. The challenges of attracting and retaining fans and participants as well as of building and maintaining strong brand identity are at the heart of the course content. By evaluating case studies and examining current issues in sports marketing, students will gain an understanding of what it means to be a professional marketer of a sports organization and/or event.

Prerequisite(s): MKT 200.

MKT 310 Business to Business Marketing 3 Credits

This course examines the business-to-business marketplace, and the planning and control tools used by its entities in managing the product, pricing, promotion, channel and supply chain management strategies.

Prerequisite(s): MKT 200.

MKT 320 Consumer Behavior 3 Credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior.

Prerequisite(s): MKT 200; Required for advertising majors.

MKT 330 International Marketing 3 Credits

This course examines the global marketplace and the complexities of its environmental influences, and necessary adaptations in formulating the strategies for product, pricing, promotion, channel and supply chain management.

Prerequisite(s): MKT 200.

MKT 340 Personal Selling 3 Credits

Examines persuasive techniques utilized in sales presentations conducted on a person-to-person basis. Major course emphasis is on developing effective selling techniques; understanding the company, its products and the role of the salesperson in implementing product/market strategies; understanding the customers and the selling environment; application of effective sales presentation techniques; recognizing selling opportunities and careers.

Prerequisite(s): MKT 200.

MKT 345 Customer Focus 3 Credits

Marketing supply chain management programs are concerned with the creation and delivery of value to customer and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission-critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications and then transferring these goods and services from producers to consumers or end users.

Prerequisite(s): MKT 200 and GSC 115 or permission of instructor.

MKT 350 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 366 Marketing Research 3 Credits

Topics include specific research procedures in gathering, processing, analyzing, and presenting information relevant to marketing problems: advertising planning and effectiveness; product development; distribution channels; sales techniques; consumer behavior; and forecasting. Student learning about research planning, implementation, and interpretation is facilitated by the use of projects or cases.

Prerequisite(s): MKT 200; MSD 200, MSD 201; junior standing; Required for marketing and advertising majors.

MKT 367 Marketing Web Analytics 3 Credits

This course teaches web analytics through practical applications with a focus on deriving actionable insights. It provides a broad overview of key web analytics strategies, concepts, issues, challenges and tools. Topics covered include: • How to choose a web analytics tool • Metrics and key performance indicators • Best ways to analyze effectiveness of blogs, marketing campaigns, SEO, SEM and emails • How to utilize quantitative, qualitative and competitive tools to derive actionable insights • How to optimize web sites by incorporating testing and experimentation • Analytics in social, mobile and video • Best practices and pitfalls in web analytics

Prerequisite(s): MKT 200.

MKT 369 International Advertising 3 Credits

This course introduces students to the general landscape of international advertising with emphasis on understanding the opportunities and challenges entailed in international advertising management. The course will cover the subject from three aspects, including the international advertising environment, the international advertising industry, and international advertising strategies.

Prerequisite: MKT 200 or permission of instructor.

MKT 370 Internet Marketing 3 Credits

This course emphasizes the discipline of internet marketing, including practices of leading online marketing companies, state of the art online research and demonstrates how the Internet is creating value for customers and profits for businesses while also fitting into a firm's complete marketing strategy. This course will provide a strategic and tactical toolkit for the online marketer, help students understand how and why the Internet is changing traditional marketing and allow students to develop the skills, strategies and tactics important to develop successful Internet marketing plans.

Prerequisite(s): MKT 200 and CIS 185.

MKT 375 Digital Advertising and Social Media 3 Credits

This course surveys the concepts, principles, practices and industry standards of digital advertising, including standard display and rich media advertising, search advertising, email advertising, game advertising, and mobile advertising. It also introduces the strategies and tactics in social media marketing. The course emphasizes a strategic, holistic view of digital advertising and social media as marketing communication tools that are situated in the marketing strategic framework and employed to engage consumers in community building.

Prerequisite(s): MKT 200.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

MKT 440 Sales Management 3 Credits

By means of lectures, discussions, and case studies, the field of marketing management is analyzed from the viewpoint of sales executives. The responsibilities for planning and administering personal selling operations are emphasized. Considerable attention is given to other activities for which sales executives may be wholly or jointly responsible, such as decision making on promotion and brand management.

Prerequisite(s): MKT 200 and senior standing.

MKT 444 Spec. Topics Honors: Mkt & Law 3 Credits**MKT 460 Marketing Management Seminar 3 Credits**

This capstone course for marketing majors employs a top management approach to the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing program. Integration of marketing with other operations of the business unit is emphasized. Major problems and current trends are identified and analyzed through case discussion.

Prerequisite(s): Marketing major and 15 semester hours of marketing; Required for marketing majors.

MKT 469 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): MKT 200 and senior standing or permission of instructor.

MKT 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

MKT 491 Internship-Based Indep Study 3 Credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements.

Prerequisite(s): permission of instructor.

Organizational Psychology B.S.B.A.

Overview

Are you interested in knowing what motivates a person to perform well at a job, or what qualities a company needs to look for to make a great hire? Today's businesses and organizations need professionals who understand human behavior, group dynamics and how to make the workplace function better. A major in Organizational Psychology from Rider University will help prepare you for a career in one of America's fastest-growing professions.

Curriculum Overview

Rider University's program is one of just a handful in the nation offering a unique interdisciplinary major that combines business and psychology. This versatile degree can have a real impact on an organization's bottom line by helping to improve employee satisfaction and job performance.

Majors in this program will gain a comprehensive understanding of the important contributions that organizational psychology plays in today's workplace.

The Organizational Psychology program focuses on the behavioral aspects of managing and supervising the human resources of an organization or business. You will learn the key concepts of management and psychology, including perception and attitudes, employee motivation and engagement, and organizational leadership and power — and gain an in-depth understanding of what makes employees and organizations function at their best.

As an Organizational Psychology major, you will:

- Develop a comprehensive understanding of human behavior in work settings;
- Learn how to enhance performance within an organization or business;
- Benefit from networking and gain real-world experience through internships and other professional opportunities.

The U.S. Bureau of Labor Statistics ranks Industrial-Organizational Psychology at the top of its list of 20-fastest growing occupations, with a projected growth rate of 53 percent between now and 2022. Organizational psychologists are in demand because their expertise results in better hires, increased productivity, reduced turnover and lower labor costs. They can work as consultants to organizations, or serve in-house in a variety of jobs, including:

- Human resource officer

- Employee development manager
- Organizational development director
- Quality performance manager
- Organizational psychologist
- Testing specialist
- Compensation and benefits specialist

Degree Offered

- B.S.B.A. in Organizational Psychology

Contact

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Program Website: Organizational Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/organizational-psychology>)

Associated Department: Department of Management (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs

- Human Resource Management (p. 66)
- Management and Leadership (p. 81)
- Business Administration (p. 34)
- Psychology (p. 525)

PROGRAM REQUIREMENTS

Code	Title	Credits
See Business Core Requirements (p. 106)		89
Required Courses		
MGT 310	Intro to Human Resource Mgmt	3
MGT 355	Team Management	3
PSY 100	Intro To Psychology	3
PSY 105	Introduction to Research in Psychology	3
PSY 240	Social Psychology	3
PSY 329/MGT 329	Research Methods in Organizational Psychology	4
PSY 329L/MGT 329L	Research Methods in Organizational Psychology	0
Choose two of the following courses:		6
HRM 315	Employee Selection & Training	
HRM 316	Employee Compensation Systems	
HRM 333	Employee Engagement	
MGT 320	Managing Workforce Diversity	
MGT 490	Independent Research and Study ¹	
Choose two of the following courses:		6
PSY 215	Personality	
PSY 225	Learning and Memory	
PSY 315	Psychological Tests	
PSY 400	Senior Seminar	

PSY 490	Independent Study: Research and Creative Expression ¹	
Total Credits		120

¹ Students may take either PSY 490 or MGT 490 to satisfy major requirements, but may not count both courses towards the major requirements.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
PSY 100	Introduction to Psychology (Natural Science Elective)	3
Natural Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
PSY 105	Introduction to Research in Psychology	3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
CBA 202	Career Plan & Perspect II ⁴	1
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
PSY 240	Social Psychology	3
Semester Credit Hours		16
Spring Semester		
ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 310	Intro to Human Resource Mgmt	3
Global/Cultural Liberal Arts Elective ⁶		3
Semester Credit Hours		15
Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
MGT 355	Team Management	3

Org Psych Major Elective (PSY)	3
Humanities Elective	3
Free Elective ⁵	3
Semester Credit Hours	16
Spring Semester	
CIS 385 Management Information Systems	3
MSD 340 Production and Operations	3
Org Psych Major Elective (MGT/HRM)	3
Global/Cultural Liberal Arts Elective ⁶	3
Semester Credit Hours	12
Year 4	
Fall Semester	
BUS 400 Strategic Mgmt and Policy	3
Org Psych Major Elective (PSY)	3
Free Elective ⁵	3
Free Elective ⁵	3
Free Elective ⁵	3
Semester Credit Hours	15
Spring Semester	
Org Psych Major Elective (MGT/HRM)	3
PSY 329 Research Methods in Organizational Psych	4
Free Elective ⁵	3
Free Elective ⁵	3
Free Elective ⁵	3
Semester Credit Hours	16
Total Credit Hours for Graduation	121

¹ CIS 185 Information Systems Essential can be taken in the Fall or Spring of Year 1.

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3-credit Free Elective.

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3-credit Free Elective.

⁴ Transfer Students can take CBA 336 Career Planning (3 credits) (formerly MGT 336 Career Management) as a substitute for the Career Planning sequence.

⁵ **Students are required to complete 6 credits of International Business Electives which can be fulfilled as major courses or as free electives.**

⁶ Global/Cultural Liberal Arts Electives can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3

CMP 120	Expository Writing	3
ECO 200	Principles of Macroeconomics	3
MSD 105	Quantitative Methods for Business	3
Science Elective		3
Semester Credit Hours		15

JTerm		
MKT 200	Marketing Principles	3
Semester Credit Hours		3

Spring Semester		
CBA 102	Career Plan & Perspective I	1
CMP 125	Research Writing	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
PSY 100	Introduction to Psychology	3
Humanities Elective		3
Semester Credit Hours		16

Summer Semester		
ACC 210	Introduction to Accounting	3
Free Elective 1		3
Semester Credit Hours		6

Year 2		
Fall Semester		
CBA 202	Career Plan & Perspect II	1
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
PSY 105	Introduction to Research in Psychology	3
Global/Cultural Elective		3
Semester Credit Hours		19

JTerm		
Free Elective 2		3
Semester Credit Hours		3

Spring Semester		
ACC 220	Managerial Uses of Accounting	3
CBA 302	Career Plan & Perspect III	1
MGT 310	Intro to Human Resource Mgmt	3
PSY 240	Social Psychology	3
MGT 355	Team Management	3
Global/Cultural Elective		3
Semester Credit Hours		16

Summer Semester		
Free Elective 3		3
Free Elective 4		3
Semester Credit Hours		6

Year 3		
Fall Semester		
BUS 300	The Legal and Ethical Environment of Business	3
CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Int'l Business Elective 1		3
Major Course Elective (PSY)		3

Major Course Elective (MGT/HR)	3
Semester Credit Hours	18
JTerm	
Free Elective 5	3
Semester Credit Hours	3
Spring Semester	
BUS 400 Strategic Mgmt and Policy	3
Int'l Business Elective 2	3
Major Course Elective (PSY)	3
Major Course Elective (MGT/HR)	3
PSY 329 Research Methods in Organizational Psychology	4
Semester Credit Hours	16
Total Credit Hours for Graduation	121

- Assumes no AP or other credits transferred into Rider University.
- Students are required to take 6 credits of International Business Electives.
- Business Honors students may have a different sequence.
- Global/Cultural Liberal Arts Electives can be satisfied by courses that are designated as global/cultural, including language courses at the 101-level or above.

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

BUS 400 Strategic Mgmt and Policy 3 Credits

This capstone course for seniors in business administration provides a framework for problem identification, analysis, and decision making within the organization. Students are given the opportunity to integrate and apply previously acquired knowledge of accounting, decision sciences, economics, finance, marketing, management, and statistics. Case studies, critical incidents, and other appropriate techniques are utilized.

Prerequisite(s): 84 credits, CIS 185, ACC 210, ACC 220, MKT 200, MGT 201, FIN 220, MSD 340, BUS 300, CIS 385 or GSC 385.

CBA 102 Career Plan & Perspective I 1 Credits

In this course students will explore their own history, goals and values as input to their definition of success. The course will set the stage for the remainder of students' college career, and will encourage them to draw connections among their career goals, educational performance, extra-curricular experiences, and available resources.

CBA 202 Career Plan & Perspect II 1 Credits

In this course, students will build on their CBA 102 self assessments to identify specific occupations that match who they are and where they want to go. The course will provide students with the understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management skills and apply these skills to develop short and long term career goals and plans for achieving them while at Rider. The course will also touch on the intersection of work and family roles.

Prerequisite(s): CBA 102.

CBA 302 Career Plan & Perspect III 1 Credits

This one credit course will be targeted to second semester sophomores and juniors. In this course, students will build on their CBA 102 and 202 self assessments to develop strategies for a successful job search. The course will provide students with an understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management and job search skills and apply these skills to developing, networks, identify job search resources and enhance resume and interview skills. Students will understand how to research potential employers and translate their experiences into a successful job search strategy.

Prerequisite(s): CBA 102 and CBA 202.

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. GSC 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

CMP 120 Expository Writing 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score greater than or equal to 550 and SAT or.

CMP 125 Research Writing 3 Credits

Introduces students to the process of library research and documented writing. Emphasis will be on the refinement of critical reading, thinking, and writing strategies applied to multiple sources and documented papers. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 120 or BHP 100.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning—an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

MSD 340 Production and Operations 3 Credits

This course introduces the concepts and techniques of designing and managing manufacturing and service systems and their operations effectively and efficiently. Major topics include product and process design, facility location, forecasting, aggregate planning, inventory management, supply chain management, project management, just-in-time systems, quality assurance, linear programming, and the transportation problem. Current issues such as productivity, global competitiveness, and quality are also discussed.

Prerequisite(s): MSD 105 or MSD 110, MSD 200 or MTH 340, MSD 201 or MTH 341.

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. **Prerequisite(s):** PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

SAP Student Recognition Award Certificate

Program Overview

As a member of the SAP University Alliances program, Rider's College of Business Administration offers the *SAP Student Recognition Award* certificate to students who satisfactorily complete a minimum of three courses with at least one-third SAP hands-on content in each course. Students who earn the award will demonstrate the depth and breadth of their knowledge using state-of-the-art software, developing valuable skills relevant to their careers and chosen fields.

SAP is the global leader in enterprise application software, with more than 170,000 customers in more than 120 countries. They provide enterprise resource planning (ERP), business intelligence (BI) and related applications and services that enable companies of all sizes and in more than 25 industries. Global demand for certified SAP professionals increases every year. Hit the ground running at companies using SAP software!

Certificate Offered

- SAP Student Recognition Award Certificate Program

Contact

Lauren Eder, Ph.D.

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eder@rider.edu (eder@rider.edu)

Program Website: SAP Student Recognition (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs/sap-student>)

Associated Department: College of Business Administration

Related Programs

- Accounting (p. 27)
- Business Administration (p. 34)
- Economics (p. 41)
- Global Supply Chain Management (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/global-supply-chain-management>)
- Information Systems (p. 69)
- Marketing (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/marketing-advertising>)

SAP Student Recognition Award Certificate Requirements

Students who complete three of the following SAP integrated IS courses with a grade of "C" or better are eligible to receive the SAP Recognition Award Certificate. (Students who plan to take any of these courses specifically to obtain the certificate should check with the instructor to ensure the required SAP content will be covered that semester.)

Code	Title	Credits
Choose three of the following:		
CIS 315	Integrated Business with SAP	
CIS 360	Data Mining	
GSC 385	Management Information Systems for Global Supply Chain Management	
CIS 430	Enterprise Systems Configuratr	
Total Credits		9

Courses and Descriptions**CIS 315 Integrated Business with SAP 3 Credits**

This course provides an introduction to enterprise resource planning (ERP) systems and addresses how integrated information systems improve business operations. Students will learn about functional business areas and business processes, and understand the problems inherent in un-integrated enterprise information systems. Using SAP software and case studies, students will learn how ERP systems are being used to facilitate integrated, real-time management decision making.

Prerequisite(s): CIS 185 and ACC 210.

CIS 360 Data Mining 3 Credits

This course deals with modern technologies for data analysis. Hands-on exercises for data retrieval, data visualization and predictive analytics will be carried out using up-to-date methodologies and software tools. The full data mining life cycle will be covered from recognizing business problems and opportunities amenable to data mining analysis through deploying and monitoring solutions.

Prerequisite(s): CIS 185.

GSC 385 Management Information Systems for Global Supply Chain Management 3 Credits

The purpose of this junior level management information systems course is to prepare students for today's dynamic business environment by increasing their understanding of IT-enabled global information processing and management. This course has a specific emphasis on the impact and effective utilization of information systems and technology for the global supply chain. Students will gain a solid understanding of the value of business process integration through a combination of conceptual learning, business process analysis, and collaborative decision-making. This will be facilitated through hands-on experience with SAP ERP and analytical software as well as Microsoft Excel. GSC 385 is required for the Global Supply Chain Management major and can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior standing.

CIS 430 Enterprise Integration 3 Credits

The major focus of this course includes the forces driving enterprise integration as well as the management decisions associated with the design and implementation of enterprise systems. Students will use SAP ERP extensively to configure, build, test, and implement an enterprise system for a real business environment from the ground up.

Prerequisite(s): CIS 315.

Sales

Program Overview

The Sales Minor is complementary to a wide range of majors in that it prepares students to effectively and persuasively represent an organization's offerings in negotiation and exchange situations. The employment outlook for sales positions is positive in a variety of industries such as manufacturing, wholesale, insurance, real estate and financial services. The core of the minor establishes a solid base of concepts and skills in sales and negotiation while elective courses allow students to focus on complementary knowledge areas and/or industries.

The minor is available to both business and non-business majors.

Degree Offered

- Minor in Sales

Contact

Dr. Ira Bruce Sprotzer

Associate Professor and Chairperson
Sweigart Hall 239
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Program Website: Sales Minor (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/business-administration/sales-minor>)

Associated Department: D (<http://www.rider.edu/academics/colleges-schools/college-business-administration>) Department of Marketing, Sport Management and Legal Studies

Related Programs

- Business Administration (p. 34)
- Economics (p. 41)
- Finance (p. 50)

- Marketing (p. 89)
- Global Supply Chain Management (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management>)
- Information Systems (p. 69)

(18 credits not including prerequisite coursework)

Code	Title	Credits
MKT 340	Personal Selling	3
MKT 440	Sales Management	3
MGT 346	Negotiation	3
Select three of the following electives:		9
BUS 210	Intro to Law: Contracts	
CIS 315	Integrated Business with SAP	
CIS 360	Data Mining	
CIS 390	Project Management	
CIS 430	Enterprise Systems Configuratr	
FIN 200	Managing Your Money	
or FIN 305	Personal Financial Planning	
MGT 363	Management Skills	
MKT 260	Service Marketing	
MKT 310	Business to Business Marketing	
MKT 320	Consumer Behavior	
Total Credits		18

Sales Minor with SAP Student Award Certificate

Code	Title	Credits
Students must take three of the following electives in addition to the three required courses for a total of 18 credits:		
CIS 315	Integrated Business with SAP	
CIS 360	Data Mining	
CIS 430	Enterprise Systems Configuratr	
GSC 385	Management Information Systems for Global Supply Chain Management	

The sales minor is open to all students at the University. For students pursuing a major in the College of Business Administration, no more than two courses in the minor can be double counted as satisfying either core or major requirements.

Code	Title	Credits
MKT 340	Personal Selling	3
MKT 440	Sales Management	3
MGT 346	Negotiation	3
MKT 260	Service Marketing	3
MKT 310	Business to Business Marketing	3
MKT 320	Consumer Behavior	3
BUS 210	Intro to Law: Contracts	3
CIS 315	Integrated Business with SAP	3
CIS 360	Data Mining	3
CIS 390	Project Management	3
CIS 430	Enterprise Integration ((prerequisite: CIS 315))	3
FIN 200	Managing Your Money	3
FIN 305	Personal Financial Planning	3

GSC 385	Management Information Systems for Global Supply Chain Management	3
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Sport Management

Program Overview

The sport management co-major prepares students for a career in one of the world's biggest businesses: the fast-growing multi-billion dollar sport industry. Students gain a competitive edge as they develop a working understanding of the critical role business plays in every facet of sports and sports-related organizations.

This dual major program leads to a Bachelor of Science in Business Administration (B.S.B.A.) degree with two majors, sport management and a second major offered by one of the five departments in the College of Business Administration.

Curriculum Overview

The sport management co-major is designed to give students a broad-based business education by combining it with another discipline offered by Rider's College of Business Administration. This unique pairing provides students a deeper understanding of the legal, ethical, economic, social and managerial issues related to sports.

The business-based curriculum prepares students for diverse career opportunities in professional sport organizations, college and high school athletic administration, sport governing bodies, event and facility management, marketing firms, media organizations and entrepreneurial ventures.

Degree Offered

- B.S.B.A. in Sport Management

Contact

Dr. Charles W. McCall

Associate Professor
Sweigart Hall 374
609-895-5562
mccall@rider.edu

Program Website: Sport Management (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/sport-management>)

Associated Department: Department of Marketing, Advertising & Legal Studies

Related Programs

- Economics (p. 41)
- Finance (p. 50)
- Marketing (p. 89)

Sport Management Major Requirements

Code	Title	Credits
BUSINESS CORE		
See Business Core Requirements (p. 106)		
Required Courses		
SPT 250	Introduction to the Business of Sports	3
SPT 450	Contemporary Issues in Sport Management	3

Select four of the following, including at least three from List A 12

List A:

ECO 326	Economics of Sports
ENT 210	Sports Entrepreneurship
MKT 280	Sports Marketing
SPT 320	Global Business of Sports
SPT 322	Sports Analytics
SPT 325	Financial Management in the Sport Industry
SPT 355/or LAW 355	Sports and the Law
SPT 444	Selected Topics in Sport Management
SPT 490	Independent Research and Study

List B:

AMS 211	Sports in American Life
CBA 315	International Business Tour
COM 347	Sports Media Relations
GSS 333	Gender and Sport
PSY 283	Sport Psychology
SPT 491	Sport Management Internship

Total Credits

18

- ¹ The internship (SPT) 491 must be in a sports organization and be approved by the Director of the Business of Sports Program. Examples include sports teams, sports arenas and stadiums, college sports programs, sports leagues, sports agencies and sports media organizations.
- For graduation students must achieve an overall GPA of 2.0 or better in the major, with no course grade less than "C-" in any of the six courses required for the major.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials ¹	3
CMP 120	Expository Writing ²	3
MSD 105	Quantitative Methods for Business ³	3
Natural Science Elective		3
Social Science Elective		3
Semester Credit Hours		15
Spring Semester		
CBA 102	Career Plan & Perspective I ⁴	1
CMP 125	Research Writing	3
ECO 200	Principles of Macroeconomics	3
MKT 200	Marketing Principles	3
MSD 200	Statistical Methods I	3
SPT 250	Introduction to the Business of Sports	3
Semester Credit Hours		16

Year 2**Fall Semester**

CBA 202	Career Plan & Perspect II ⁴	1
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MSD 201	Statistical Methods II	3
Sport Management Major Elective		3
Semester Credit Hours		16

Spring Semester

ACC 220	Managerial Uses of Accounting	3
COM 290	Professional/Strategic Speech	3
FIN 220	Introduction to Finance	3
Primary Major Requirement		3
Humanities Elective		3
Semester Credit Hours		15

Year 3**Fall Semester**

BUS 300	The Legal and Ethical Environment of Business	3
CBA 302	Career Plan & Perspect III ⁴	1
Global/Cultural Liberal Arts Elective		3
Sport Management Major Elective		3
Primary Major Requirement		3
Leadership Elective		3
Semester Credit Hours		16

Spring Semester

CIS 385	Management Information Systems	3
MSD 340	Production and Operations	3
Sport Management Major Elective		3
Primary Major Requirement		3
Semester Credit Hours		12

Year 4**Fall Semester**

BUS 400	Strategic Mgmt and Policy	3
Global/Cultural Liberal Arts Elective		3
Primary Major Requirement		3
Sport Management Major Elective		3
Free Elective ⁵		3
Semester Credit Hours		15

Spring Semester

Primary Major Requirement		3
SPT 450	Contemporary Issues in Sport Management	3
Primary Major Requirement		3
Free Elective ⁵		3
Free Elective ⁵		3
Semester Credit Hours		15

Total Credit Hours for Graduation 120

¹ CIS 185 Information Systems Essentials can be taken in the Fall or Spring of Year 1.

² Students may be required to take CMP 115 Intro to Expository Writing based on placement. CMP 115 counts as a 3 credit Free Elective.

³ Students may be required to take MSD 104 Intro to Quantitative Methods based on placement. MSD 104 counts as a 3 credit Free Elective.

⁴ Transfer students can take MGT 336 Career Management (3 credits) as a substitute for the Career Planning sequence.

⁵ Students are required to complete 6 credits of International Business which can be fulfilled as major courses or as Free Electives.

Courses and Descriptions**AMS 211 Sports in American Life 3 Credits**

Literary, sociological, and psychological views of sports in 20th-century American life are examined, focusing on sports as a symbol and reflection of our ideals and tensions.

CBA 315 International Business Tour 3 Credits

Provides students with the opportunity to observe various international business environments outside of the United States. Students should gain a better appreciation of how culture, history, and politics influence organizational dynamics, business functions, and business customs.

Prerequisite(s): Junior or senior standing and permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

ECO 326 Economics of Sports 3 Credits

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association.

Prerequisite(s): ECO 201.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

GSS 333 Gender and Sport 3 Credits

Typical thoughts of sport include ticket prices, player salaries, team rosters, and league standings; rarely is it viewed from a gender perspective. This course will go beyond the examination of Title IX to better understand the relationship between masculinity, femininity and sports. This course will examine various aspects of gender and sport, including media and gender representation, race and ethnicity, drugs and violence, men and masculinities, sexualities, policy and politics, the feminist critique of sport, the initiation rites and hazing in college sports, sports wagering, and the internationalization of sport, including but not limited to the Olympics and Paralympics.

MKT 280 Sports Marketing 3 Credits

The course focuses on the unique challenges of marketing sports at a variety of levels: youth, college, professional, and international. The challenges of attracting and retaining fans and participants as well as of building and maintaining strong brand identity are at the heart of the course content. By evaluating case studies and examining current issues in sports marketing, students will gain an understanding of what it means to be a professional marketer of a sports organization and/or event.

Prerequisite(s): MKT 200.

PSY 283 Sport Psychology 3 Credits

This survey course will focus on the social and psychological factors related to performance and participation in sport and exercise, health, and injury rehabilitation settings. Two general questions will be explored: (a) how do social and psychological variables influence performance and participation in physical activity pursuits? And (b) how does physical activity participation affect the psychological well-being of the individual? To better understand these questions, this course will overview theoretical and methodological approaches to a variety of sport and exercise psychology topics, including: socialization, motivation, group processes, competition, and performance enhancement. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): PSY 100.

SPT 250 Introduction to the Business of Sports 3 Credits

This course is designed to introduce the student to the business of sports. Business principles, such as management, marketing, law, finance and economics will be applied to the business of sports. The course will also explore the various career opportunities in the world of sports.

SPT 320 Business of Global Sport 3 Credits

The course explores the diverse challenges and issues facing the managers of sports enterprises in the context of the global marketplace. Issues of governance, cross-cultural interactions and business activities will be examined as they relate to modern sport at the international level. By evaluating case studies and examining current issues in the field, students will gain an understanding of the relationships and responsibilities associated with being a business professional in the global sport industry.

SPT 325 Financial Management in the Sport Industry 3 Credits

This course is designed to build upon earlier knowledge from courses in economics, accounting and finance that emphasizes the sports industry and the challenge for financial managers in areas such as stadium/arena financing, financial analysis and valuation. Business models and their financial implications for media and sports related enterprises as well as the business of college athletics will also be covered.

SPT 355 Sports and the Law 3 Credits

Examines the legal, ethical, economic, social and managerial issues related to sports. Topics include liability issues, contracts, employment discrimination, antitrust law, and constitutional law. This course is cross-listed as LAW 355. Students may not get credit for both SPT 355 and LAW 355.

SPT 444 Selected Topics in Sport Management 3 Credits

This course is offered occasionally with topics and prerequisites set by the Business of Sports Program faculty. This course can be used as an elective for the Sport Management major, Sport Studies minor, or as a free elective. This course is graded on a letter grade basis.

Prerequisite: SPT 250.

SPT 450 Contemporary Issues in Sport Management 3 Credits

This course will address the theory, development, and application of analytics in sports. Analytics refers to the use of data and quantitative methods to measure performance and make decisions. Students will learn about the application of analytics in sports for purposes of strategy, player performance, team management, sports operations, and fantasy competitions. The class will consist of lectures, discussions, and guest speakers from the sports industry. Students will work on projects related to the use of analytics in the various professional sports leagues and college sports.

Prerequisite: SPT 250, senior standing, and completion of 15 credit hours in business of sports coursework or permission of instructor.

SPT 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

Prerequisite(s): Junior standing, 9 credits in Sport Management courses (including SPT 250) and permission of instructor.

SPT 491 Sport Management Internship 1-3 Credits

Sports related internships can be used to satisfy an elective requirement for the Sport Management Major, Business of Sports Minor and Sport Studies Minor. The course is graded as Pass/Fail.

Sport Studies

Program Overview

The sport studies minor is an interdisciplinary program available to all Rider students. The curriculum has been designed to provide students with courses relevant to the examination of the multi-dimensional world of sports and to appreciate the important role of sports in shaping culture.

Departments and programs from across the University have developed courses for this program enabling students to study and critically evaluate the social, political, ethical, legal, economic and media related issues in sports.

Curriculum Overview

The curriculum gives students the opportunity to use the expertise and perspectives from their major to pursue in-depth study of sports related issues. On campus coursework is complemented by hands on internships, experiential learning through international sports related travel courses and presentations from guest speakers employed in a variety of roles in the sports industry. The experiential component of the minor also helps to give students a greater understanding of sports

related employment possibilities as well as preparation for graduate work in sports management and administration programs.

Minor Offered

- Minor in Sports Studies

Contact

Dr. Charles W. McCall
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mccall@rider.edu

Program Website: Sport Studies (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/sport-studies>)

Associated Department: Department of Marketing, Advertising, and Legal Studies

Related Programs

- Economics (p. 41)
- Finance (p. 50)
- Marketing (p. 89)

Sport Studies Minor Requirements

Code	Title	Credits
SPT 250	Introduction to the Business of Sports	3
SPT 450	Contemporary Issues in Sport Management	3
Choice of four additional courses:		12
AMS 211	Sports in American Life	
CBA 315	International Business Tour	
COM 347	Sports Media Relations	
ECO 326	Economics of Sports	
ENT 210	Sports Entrepreneurship	
GSS 333	Gender and Sport	
MKT 280	Sports Marketing	
PSY 283	Sport Psychology	
SPT 320	Global Business of Sports	
SPT 325	Financial Management in the Sport Industry	
SPT 355	Sports and the Law	
or LAW 355	Sports and the Law	
SPT 491	Sport Management Internship	
Total Credits		18

Note: For SPT 491 and CBA 315 the topic must be sports-related.

Courses and Descriptions

AMS 211 Sports in American Life 3 Credits

Literary, sociological, and psychological views of sports in 20th-century American life are examined, focusing on sports as a symbol and reflection of our ideals and tensions.

CBA 315 International Business Tour 3 Credits

Provides students with the opportunity to observe various international business environments outside of the United States. Students should gain a better appreciation of how culture, history, and politics influence organizational dynamics, business functions, and business customs.

Prerequisite(s): Junior or senior standing and permission of instructor.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

ECO 326 Economics of Sports 3 Credits

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association.

Prerequisite(s): ECO 201.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

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Prerequisite(s): MKT 200.

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Prerequisite(s): PSY 100.

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This course is designed to build upon earlier knowledge from courses in economics, accounting and finance that emphasizes the sports industry and the challenge for financial managers in areas such as stadium/arena financing, financial analysis and valuation. Business models and their financial implications for media and sports related enterprises as well as the business of college athletics will also be covered.

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Prerequisite: SPT 250.

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This course will address the theory, development, and application of analytics in sports. Analytics refers to the use of data and quantitative methods to measure performance and make decisions. Students will learn about the application of analytics in sports for purposes of strategy, player performance, team management, sports operations, and fantasy competitions. The class will consist of lectures, discussions, and guest speakers from the sports industry. Students will work on projects related to the use of analytics in the various professional sports leagues and college sports.

Prerequisite: SPT 250, senior standing, and completion of 15 credit hours in business of sports coursework or permission of instructor.

SPT 491 Sport Management Internship 1-3 Credits

Sports related internships can be used to satisfy an elective requirement for the Sport Management Major, Business of Sports Minor and Sport Studies Minor. The course is graded as Pass/Fail.

College of Business Administration Core Requirements

- Basic Core of Knowledge (p. 106)
- Business Subjects (p. 107)
- International Business Requirement (p. 107)
- Non-business Subjects (p. 108)
- Free Electives (p. 109)

Basic Core of Knowledge

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

- A background of the concepts, processes, and institutions in the production and marketing of goods and/or services, and the financing of the business enterprises or other forms of organization. This portion is covered in such courses as Marketing Principles, Introduction to Finance, and Production and Operations;
- A background of the economic and legal environment as it pertains to profit or nonprofit organizations, along with ethical considerations and social and political influences as they affect such organizations. Courses that satisfy this requirement are Principles of Macroeconomics, Principles of Microeconomics, the Social and Legal Environment of Business, as well as several elective courses;
- A basic understanding of the concepts and applications of accounting, quantitative methods, and management information systems, including computer applications. This area is covered through such courses as Introduction to Accounting, Managerial Uses of Accounting, Statistical Methods I and II, Information Systems Essentials, and Management Information Systems;
- A study of organization theory, and behavior and interpersonal communications. Course work in Fundamentals of Management and Organizational Behavior covers this area, as well as courses in composition and speech;
- A study of decision processes under conditions of uncertainty, including integrating analysis and policy determination at the overall management level. The course, Strategic Management and Policy

that serves as the capstone course, provides the necessary coverage in this area;

- An understanding of international business necessary to engage effectively in the global economy. This area is covered by two required international business electives;
- A study of professional development and career management focused on individual career goals and strategies for a successful job search. Coursework in Career Planning and Perspectives I, Career Planning and Perspectives II, and Career Planning and Perspectives III covers this area; and
- A study of leadership and interpersonal skills reinforced with participation in a team environment. This area is covered by a required leadership elective.

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

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

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

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

Program Learning Outcomes

- Communicate effectively in writing about business topics using media in a concise, informative, persuasive, and appropriately researched manner
- Communicate effectively orally about business topics using media in a concise, informative, persuasive, and appropriately researched manner
- Apply ethical understanding and reasoning in a socially responsible manner to address ethical issues that arise in business contexts
- Work effectively with others both in person and virtually
- Use current technologies in business and management contexts
- Work effectively in diverse groups
- Apply analytical skills to frame and address business problems
- Apply knowledge of business and management theories, concepts, and principles to conduct an in-depth critical analysis of business practice

Business Subjects

Code	Title	Credit
Business Core		
ACC 210	Introduction to Accounting	3
ACC 220	Managerial Uses of Accounting	3
ECO 200	Principles of Macroeconomics	3

ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
FIN 220	Introduction to Finance	3
BUS 300	The Legal and Ethical Environment of Business	3
BUS 400	Strategic Mgmt and Policy	3

Leadership Elective

Select one of the following:		3
LDP 200	Foundations of Leadership	
LDP 220	Service Learning Through Minding Our Bus	
LDP 398	The Co-op Experience Seminar	
MGT 355	Team Management	
MGT 363	Management Skills	

Business Analytics and Technology

CIS 185	Information Systems Essentials	3
CIS 385	Management Information Systems	3
or GSC 385	Management Information Systems for Global Supply Chain Management	
MSD 340	Production and Operations	3

Professional Development ¹

CBA 102	Career Plan & Perspective I	1
CBA 202	Career Plan & Perspect II	1
CBA 302	Career Plan & Perspect III	1

Major Requirements

18 credits ²	18
Total Credits	60

¹ Transfer and College of Continuing Studies students may take CBA 336 (formerly MGT 336 Career Management) as a substitute for the Professional Development requirement.

² Health Care Management majors, Human Resource Management majors, and Information Systems majors take 21 credits of major requirements. Accounting majors, Business Analytics majors, and Marketing majors take 24 credits of major requirements. Organizational Psychology (B.S.B.A.) majors take 25 credits of major requirements. Global Supply Chain Management majors take 27-30 credits of major requirements. Actuarial Science (B.S.B.A.) majors take 33 credits of major requirements.

International Business Requirement

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

Code	Title	Credits
BUS 375	International Business Law	3
CBA 315	International Business Tour	3
CBA 316	Nature's Business	3
CBA 317	Emerging Nations Study Tour	3
CIS 375	Adv. Sem in Global Outsourcing	3
or GSC 375	Adv.Sem in Global Outsourcing	
ECO 305	Internatl Trade and Investment	3
ECO 315	Comparative Economic Systems	3

ECO 365	Post-Soviet Economy	3
ENT 375	International Entrepreneurship	3
FIN 308	International Finance	3
GSC 315	International Business Tour	3
MGT 375	International Management	3
MKT 330	International Marketing	3
MKT 369	International Advertising	3
SPT 320	Global Business of Sports	3

Non-business Subjects

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

Code	Title	Credit
Communications		
CMP 120	Expository Writing	3
CMP 125	Research Writing	3
or CMP 203	Literature and Composition	
COM 290	Professional/Strategic Speech	3
Numerical Literacy		
MSD 105	Quantitative Methods for Business	3
MSD 200	Statistical Methods I	6
& MSD 201	and Statistical Methods II	
Elective Courses: ¹		
Natural Science Elective		
Select from the following subject areas:		
Behavioral Neuroscience		
Biochemistry		
Biology		
Chemistry		
Discovery Science		
Environmental Science		
Geosciences		
Integrated Science and Math		
Marine Sciences		
Physics		
Sustainability Studies		
Social Science Elective		
Select from the following subject areas:		
American Studies		
Communication and Journalism		
Gender Studies		
History		
Homeland Security		
Law and Justice		
Multicultural Studies		
Political Science		
Psychology		
Social Work		
Sociology		
Humanities Elective		
Selected from the following subject areas:		

English	
Literature	
Fine Arts (Art, Dance, Music, Theatre)	
Foreign Languages and Literature (Chinese, French, German, Italian, Spanish)	
Philosophy	
Global/Cultural Liberal Arts Electives	
Select two of the following:	
CHI 311	Calligraphy As a Window to Chinese Language and Culture
CHI 310	Chinese Culture and Civilization
CHI 307	Images of Women in Chinese Literature and Film
COM 252	Intercultural Communication
COM 352/GLS 352	Chinese and American Intercultural Commu
COM 393/GLS 393	International Communication
ENG 281/FMS 250	Global Film History: Origins to 1960
ENG 282/FMS 251	Global Film History: 1961 to Present
ENG 337	Global Literature
ENG 383/FMS 383	Global Cinemas
FRE 311	French Culture
GER 310	German Culture
GLS 180	Understanding Global Relations
GLS 200	Social Construction Global Soc
GLS 201	Politics of the Global Economy
GLS 285	The Student Global Village
GLS 295	Emerging Issues Global Multin'l Studies
GLS 310	Ethnographic Film
GLS 325	Global Persptvs Hlth & Illness
GLS 491	Intership in Global Studies
HCP 303	Global Health and Human Rights
HIS 191	Europe Since 1715
HIS 200	Native American History
HIS 201	African American History
HIS 243	Italy Middle Ages to Present
HIS 246	Modern Britain
HIS 248	History of Ireland
HIS 249	Women in Europe from Antiquity to the French Revolution
HIS 274	Modern Russia
HIS 280	Vietnam in Peace and War
HIS 281	Modern Middle East
HIS 282	Colonial Latin America
HIS 283	Modern Latin America
HIS 284	Caribbean History
HIS 286	Modern East Asia
HIS 288	African History
HIS 289	History of Modern Japan
HIS 307	The Immigrant in American Life

HIS 333	20th-Century Europe
HIS 341	China in Revolution
HIS 342	Women in East Asia
LIT 250	Masterworks of Western Lit I
LIT 251	Masterworks of Western Lit II
LIT 311	Russian Literature 1850-1917
LIT 330	Russian Culture
MUS 308/GLS 308	World Music
PHL 207	Asian Philosophy
PHL 348	Indian Philosophy
PHL 358	Chinese Philosophy
PHL 368	Japanese Philosophy
POL 215/GLS 215	Global Politics
POL 216/GLS 216	Comparative Political Systems
POL 218	Asian Political Systems
POL 225/GLS 225	Nationalism in World Politics
POL 255	European Politics
POL 267/GLS 267	Chinese Politics
POL 272	Politics of Latin America
POL 307/GLS 307	Political Communication
POL 309	Will China Be Next Superpower?
POL 315/GLS 315	Global Issues
POL 320/GLS 320	Politics of the Middle East
POL 321/GLS 321	International Law
POL 329/GLS 329	Comparative Environmental Policy
POL 350/GLS 350	U.S. Foreign Policy and Security Policy
POL 365/GLS 365	Third World Politics
POL 366/GLS 366	Communist Systems: Politics and Policies
POL 367/GLS 367	Pol Exile, Asylum & Diaspora
POL 368/GLS 368	International Organizations
POL 371/GLS 371	The Arab-Israeli Conflict
SOC 311	Social and Cultural Change
SOC 341	Developing Societies
SPA 310	Spanish Culture & Civilization
SPA 311	Latin American Latino Culture
Foreign Language Electives at the 101-level or above	
Total Credits	18

Free Electives

(27 credits)¹

The minimum requirements in business and non-business subjects normally leave a student with an additional 27¹ credits that must be completed to satisfy the 120 required for graduation.

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

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

Footnotes

- ¹ Accounting, Actuarial Science, Business Analytics, Health Care Management, Human Resource Management, Information Systems, Global Supply Chain Management, Marketing, and Organizational Psychology majors have a reduced number of free elective hours due to the additional major requirements.

Business Honors Program

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

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

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

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

- Complete eight of the eleven of the honors courses above (not including BUS 444), one of which must be BUS 400. Students that enter in the Fall of their sophomore year must complete six core honors courses.
- Complete a non-core CBA honors course (BUS 444).
- Complete an honors thesis.
- Have a minimum GPA of 3.4 in all honors courses.
- Have a minimum GPA of 3.4 overall.

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

Departments

The College of Business Administration consists of five departments:

- Accounting (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/accounting>)
- Marketing, Sport Management and Legal Studies (<http://www.rider.edu/marketing>)
- Finance (<http://www.rider.edu/finance>) and Economics (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/economics>)
- Information Systems (<http://www.rider.edu/isystems>) and Supply Chain Management (<http://www.rider.edu/gscm>)
- Management (<http://www.rider.edu/mgtlead>)

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Policies

Credit Hour Requirements for College of Business Administration Students

At least fifty percent of semester hours of credit in the area of a student's major must be taken at Rider.

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

Fifty percent of all business credits must be taken through Rider. Transfer students can bring in 30 credits in business plus Quantitative

Methods, Statistical Methods I and II, Macroeconomics and Microeconomics. All business students must have a 2.0 GPA's in their major and overall to graduate.

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

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

College of Continuing Studies

The College of Continuing Studies [CCS] recognizes that learning is a life long process and that part-time students need flexible learning opportunities. Students enroll in the College of Continuing Studies for a variety of reasons: to earn a degree, to develop their professional skills, learn more about our complex society, expand their personal lives, earn a certification, prepare for graduate study or prepare for a career change.

Students participating in CCS programs have diverse backgrounds and educational goals. Many enroll with high school backgrounds, while others bring college credits, undergraduate degrees or even graduate degrees. CCS students may take courses during the day, evening, and online.

Students pursuing a degree program (p. 113) may also have the opportunity to earn credits by nontraditional means, such as College Level Examination [CLEP], Advanced Placement, the American Council on Education, DSST, formal military credits, validation or assessment of a specific course or Prior Learning Assessment [PLA] based on demonstrated learning acquired through life and work experience.

Prospective students are welcome to make an appointment with a CCS academic advisor (<http://www.rider.edu/admissions/continuing-studies-admission/contact-advisor>) to discuss program goals and have a transcript credit evaluation. Enrolled students may contact CCS at 609-896-5033 with any questions.

Contact

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Dean
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College Website: www.rider.edu/ccs (<http://www.rider.edu/ccs>)

Majors, Minors and Certificates

Students enrolled in the College of Continuing Studies programs may attend day, evening or online courses.

Program	Major	Minor	Certificate
Accounting (p. 113)	✓		
Allied Health Studies (p. 116)	✓		
Allied Health Studies Online (p. 119)	✓		
Business Administration A.A. (p. 122)	✓		
Business Administration B.S.B.A. (p. 124)	✓		
Business Basic (p. 131)			✓
Business Plus (p. 132)			✓
Criminal Justice (p. 134)	✓		
Entrepreneurial Studies (p. 140)	✓		

Entrepreneurship Minor (p. 142)	✓	
Finance (p. 144)	✓	✓
Financial Management Concentration (p. 50)		
Financial Services Marketing Concentration (p. 50)		
Fraud and Business Forensics (p. 147)		✓
Fraud and Business Forensics Concentration (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/fraud-business-forensics-concentration)		
General Business Online (p. 148)	✓	
General Studies (p. 150)	✓	
Human Resource Management (p. 151)	✓	
Information Systems (p. 154)	✓	
Liberal Studies (p. 158)	✓	
Management and Leadership (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/management-leadership)	✓	
Management and Leadership/Human Resource Management Double Major (p. 163)	✓	
Marketing (p. 166)	✓	
Nursing Online: R.N. to B.S.N. (p. 169)	✓	
Organizational Psychology B.A. (p. 171)	✓	
Organizational Psychology B.S.B.A. (p. 174)	✓	
Psychology (p. 178)	✓	
Psychology Online (p. 188)	✓	
Public Relations (p. 195)	✓	✓
Premedical Studies (p. 176)		
Social Work (p. 198)		✓

Accounting

Program Overview

Rider's accounting programs are designed to build professionals. The BSBA in accounting provides students with the skills and knowledge needed for careers with corporations, public accounting firms and governmental organizations.

Accounting majors learn in the classroom, during co-op and internship positions and through ongoing networking opportunities with accounting executives.

Curriculum Overview

The curriculum emphasizes technical knowledge, professional development, written and oral communication, information technology, ethics and global perspectives.

The BSBA full time program has an active co-op and internship program in which students work in paid positions during the semester or summer and earn academic credit for the program. Both the co-op and internship can be completed within the four year program and often lead to full-time employment. The BSBA also offers a business forensic concentration.

Students who want to pursue **CPA certification** can meet the 150 hour requirement for CPA licensure by double majoring in the BSBA program or by continuing in the **4+1 Master of Accountancy (MAcc) program**. There is a CPA track in the MAcc program.

Undergraduate accounting majors are encouraged to work closely with their advisor to select courses which will best address their career and certification plans. Students should consult the specific certification requirements of the state jurisdiction in which they plan to become certified and plan accordingly. To learn more about individual state requirements for CPA licensure see www.nasba.org. (<https://nasba.org>)

Master of Accountancy (4 + 1 MAcc Program)

The 4 +1 MAcc allows students to meet educational requirements for CPA licensure and, because there are four required courses, students can customize their MAcc to include an area of specialization as well as a CPA track. Students may enter the program directly from the BSBA program and, for students with overall and accounting GPA of 3.3, the GMAT requirement for admission is waived. The MAcc can be completed on either a full-time or part-time basis.

Accreditation Information

The accounting program is one of less than 4% of accounting programs worldwide to hold the prestigious AACSB business and accounting accreditation. The accounting faculty is committed to continuous improvement in curriculum, faculty and student preparation.

Degrees Offered

- B.S.B.A. in Accounting
- Master of Accountancy (fifth-year program)

Contact

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Program Website: Accounting (<http://www.rider.edu/accounting>)

Accreditation: Association to Advance Collegiate Schools of Business.
Accounting (AACSB) (<http://www.aacsb.edu>)

Related Programs

- Business Administration (p. 124)
- Business Economics (p. 41)
- Entrepreneurial Studies (p. 140)
- Finance (p. 144)
- Fraud and Forensic Programs (p. 57)
- International Business (p. 75)
- Management and Leadership (<http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/management-leadership>)
- Master of Accountancy (p. 781)

Accounting Major Requirements

(120 credits)

Code	Title	Credits
Core Requirements		
See Business Core Requirements (p. 106)		93
Major Requirements		
ACC 302	Cost Management	3
ACC 310 & ACC 311	Acct Theory & Concepts I and Acct Theory & Concepts II	6
ACC 320	Accounting Info Systems	3
ACC 400	Principles of Auditing	3
ACC 405	Acct Problems & Practice	3
ACC 410	Fund of Federal Taxation	3
BUS 210	Intro to Law: Contracts	3
FIN 308	International Finance	3
Total Credits		120

Students who are accepted into the MAcc program after 90 credit hours may substitute a required graduate accounting course for ACC 406. Students who do not take ACC 406 must take an additional free elective in order to meet the 120 required credits at the baccalaureate level. Students who plan to take the CPA track in the MAcc must take MACC 658, Governmental and Not-for-Profit Accounting in place of ACC 406; for these students, MACC 658 may also be used to fulfill the 120 undergraduate credit requirement.

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

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

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

ACC 302 Cost Management 3 Credits

This course focuses on firm strategy and the role managerial accounting information plays in the decision making process. Topics include the balanced scorecard, the value chain, product life cycles, target costing, theory of constraints, strategic pricing, management and control of quality cost systems, traditional and activity-based costing, cost control, standard costs and variances, and capital budgeting.

Prerequisite(s): ACC 220 and CIS 185.

ACC 310 Acct Theory & Concepts I 3 Credits

This is the first upper-level course in a sequence in financial accounting courses. Topics include the conceptual framework, and standard setting process followed by application and evaluation of generally accepted accounting principles including content, and structure of financial statements, present value concepts, current assets, current liabilities, property, plant, and equipment, intangible assets and non-current liabilities are studied. An overview of comparable international financial reporting standards (IFRS) is also included.

Prerequisite(s): ACC 210 and ACC 220.

ACC 311 Acct Theory & Concepts II 3 Credits

This course is a continuation of ACC 310. Topics include long-term investments, stockholders' equity, earnings per share, interperiod income tax allocation, accounting changes, revenue recognition, pensions, leases and cash flow analysis. An overview of comparable international financial reporting standards (IFRS) is also included.

Prerequisite(s): ACC 310.

ACC 320 Accounting Info Systems 3 Credits

This course provides an introduction to accounting information systems and enterprise-wide, process-focused information systems. Topics include quality of data for decision usefulness, internal control concepts and documentation tools, and database theory and applications.

Prerequisite(s): ACC 310.

ACC 321 Internal Auditing 3 Credits

This course provides an introduction to the internal audit profession, including understanding the nature and activities associated with the internal audit process. Topics include: international auditing standards, risk assessment including internal control system evaluation, business processes, and the relationship of management and employee fraud to the internal audit process.

Prerequisite(s): ACC 220.

ACC 325 Fraud Examination and Business Forensics 3 Credits

This course is designed to introduce students to the prevalence of fraud and fraudulent financial reporting in all forms of business, including the many methods used by employees and managers to perpetrate fraud. Topics will include: the motivation of individuals to commit fraud, various types of fraud schemes perpetrated in the workplace, as well as the various tools and techniques that are used to investigate, detect and prevent fraud.

Prerequisite(s): ACC 210.

ACC 335 Small Business Taxation 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ACC 399 The Co-Operative Experience 6 Credits

This course provides the student with a semester long supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and required to complete a work journal, self-assessment and reflection paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Co-op credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): ACC 210, ACC 220, and ACC 310 and permission of department chairperson.

ACC 400 Principles of Auditing 3 Credits

This course provides an introduction to financial statement audits performed by certified public accountants. Topics include corporate governance, the audit environment, professional standards, audit methodology, and audit report preparation. The course also provides an overview of other types of assurance and non-assurance services provided by CPA firms.

Prerequisite(s): ACC 302 and ACC 311.

ACC 405 Acct Problems & Practice 3 Credits

This course provides additional coverage of financial reporting issues and procedures. Topics include business combinations, consolidated financial statements, foreign currency translation, the effects of diversity across countries, disclosure and SEC reporting issues. Governmental and not-for-profit accounting standards are also covered.

Prerequisite(s): ACC 302 and ACC 311.

ACC 406 Integrative Professional Capstone 3 Credits

This course provides an integrative experience that applies financial statement and data analysis tools to a variety of accounting settings. Topics include issues of ethics and professionalism and linkages between accounting methods and company policy, equity valuation, bond ratings and other decision areas.

Prerequisite(s): ACC 405 or permission of department chairperson.

ACC 410 Fund of Federal Taxation 3 Credits

This course provides fundamental federal tax concepts applicable to individuals, partnerships, corporations, estates, and gifts. Topics are considered from a tax compliance and planning perspective. Preparation of individual and corporate tax returns is also included.

Prerequisite(s): ACC 311.

ACC 450 Business Forensic Application 3 Credits

This course is designed so that students to integrate various business disciplines to perform complex investigative cases and analyses, thus demonstrating mastery of the knowledge and skills required to be effective forensic professionals. The course covers how to manage and present digital and technical evidence gathered for forensic litigation cases, including the ability to be an expert witness in court.

Prerequisite(s): ACC 325 and ACC 321.

ACC 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and department chairperson. Available to juniors and seniors.

ACC 491 Accounting Internship 3 Credits

This honors course provides the student with approximately two months of supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Upon completion of course, a letter grade will be awarded.

Prerequisite(s): Permission of department chairperson.

Allied Health Studies

Program Overview

Designed for working professionals in allied health fields, Rider's B.S. in Allied Health Studies program lets students gain the skills and credentials to advance — while balancing both their career and family life.

The experience, skills and compassion an individual brings to his or her job transforms the lives of the patients in one's care every day. But rapid changes in today's health care environment now present allied health professionals with new challenges — and exciting opportunities. The B.S. in Allied Health Studies program prepares students for these challenges while still training them to be compassionate caregivers and partners.

Curriculum Overview

The curriculum is designed to provide a seamless transition from an Associate degree or a diploma program, building on the students' experiences in allied health professions. Separate clinicals are not required.

Admissions Requirement

- Official transcripts from all institutions attended with a minimum 2.5 cumulative GPA
- Copies of a current/unrestricted license (in any allied health field)

Degree Offered

- B.S. in Allied Health Studies

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Program Website: Allied Health (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/allied-health-studies>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs:

- Athletic Leadership (p. 720)
- Biology (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/majors-minors-certificates/biology>)
- Behavioral Neuroscience (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/majors-minors-certificates/behavioral-neuroscience>) (<http://>

catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-education-sciences/school-liberal-arts-sciences/majors-minors-certificates/behavioral-neuroscience)

- Nursing (p. 169)
- Psychology (p. 178)
- Premedical Studies (p. 176)

Allied Health Studies Major Requirements

(30 Credits)

Code	Title	Credits
Core Requirements		
See College of Continuing Studies Core Requirements (p. 199)		48
		-
		50
Allied Health Studies Major		
Core requirement (choose one of the following):		3
HTH 205	Introduction to Health Care	
NUR 404	Healthcare Policy, Finance, and Regulatory Environments	
Category I Courses (choose two of the following):		6
BIO 206	The Pharmaceutical Industry ¹	
HTH 315/BUS 315	Healthcare Law, ethics & Policy	
HTH 336/ECO 336	Economics of Health Care Sys	
MKT 380	Healthcare Marketing	
Category II Courses (choose seven of the following):		21
BIO 100	Life Science: Human Emphasis	
BIO 110	Life Science: Inquiry Approach	
BIO 115/BIO 115L	Principles of Biology I	
BIO 206	The Pharmaceutical Industry ¹	
BIO 221/BIO 221L	Human Anatomy & Physiology I	
BNS 107	Life Science: Behavioral Neuroscience Emphasis	
BNS 275/BNS 275L	Behavioral Neuroscience	
CHE 115	Chem and Contemporary Society	
COM 254	Intro to Health Communication	
GLS 325	Global Persptvs Hlth & Illness	
HTH 215	Population Healthcare Management	
HTH 491	Health Administration Intern	
PSY 220	Abnormal Psychology	
PSY 345	Health Psychology	
PSY 365	Drugs and Human Behavior	
PSY 374	Psychology of the Family	
SOC 247	Aging	
PSY 382	Aging, Brain, and Cognition	
PSY 385	Death, Dying and Suicide	
SOC 346	Health Care and Society	
SOC 347	Aging and the Elderly	
Any Nursing (NUR) courses with permission of an advisor.		

Free Electives	42
	-
	40
Total Credits	120

¹ This course may only be used to fulfill the requirements of a single category.

Courses and Descriptions

BIO 100 Life Science 3 Credits

An introductory course for non-science majors in which students develop an understanding of the nature of science and are introduced to foundational topics in the biological life sciences and how they relate to human affairs. The course may emphasize human evolution, genetics, aging, disease, reproduction, bioethics or other topics in biology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BIO 110 Life Science: Inquiry Approach 4 Credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 110L.

BIO 110L Life Science: Inquiry Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 110.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 206 The Pharmaceutical Industry 3 Credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major.

Prerequisite(s): BIO 100 or BIO 101 or BIO 106 or BIO 108 or BNS 107 or CHE 115.

BIO 221 Human Anatomy & Physiology I 4 Credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training. Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisite(s): HSC major ONLY or Permission of instructor.

Corequisite(s): BIO 221L.

BNS 107 Life Science: Brain and Behavior 3 Credits

An introduction to the biology of the human brain and the rest of the human nervous system. Topics in neuroscience are covered in molecular, cellular, and systematic terms. Additional material is presented on the origins and effects of neurological and psychiatric diseases. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BNS 275 Behavioral Neuroscience 4 Credits

An introductory behavioral neuroscience course including basic neuroanatomy and neurophysiology of movement, ingestive, reproductive, emotional, and learning behaviors. Emphasis is on the structure/function relationships that allow animals to make appropriate physiological and behavioral responses to the environment. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115 & BIO 116.

Corequisite(s): BNS 275L.

BNS 275L Behavioral Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 275.

CHE 115 Chem and Contemporary Society 3 Credits

Designed to give the nonscientist an appreciation of the role of chemistry in today's world. The approach is conceptual rather than mathematical. Topics include basic principles of chemical theory, energy sources, elementary organic chemistry, drugs, food additives, polymers, chemistry of living systems, inorganic solids in modern technology, and problems involving pollution of the environment. Three hours of lecture per week. This course satisfies the core requirements for liberal arts, education and business majors.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

GLS 325 Global Perspectives on Health and Illness 3 Credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

HTH 315 Health Care Law, Ethics and Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

HTH 491 Health Management Internship 3 Credits

This course provides students minoring in health administration an opportunity to supplement and apply their classroom work in a supervised employment setting with participating firms in the health care sector. Requirements include: a log of daily activities, oral and written reports to the faculty supervisor and a term paper. In addition, the employer will also submit an evaluation of the student's performance.

Prerequisite(s): HTH 205; junior or senior standing; and permission of faculty supervisor.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

NUR 404 Healthcare Policy, Finance, and Regulatory Environments 3 Credits

This course provides a foundation of U.S. healthcare policy, including financial and regulatory policies, as well as the nature and functioning of the U.S. healthcare delivery system. There is emphasis on policy processes at the organizational, local, state, national, and global levels. Learning activities and assignments focus on strategies for learning how to assess the role of the baccalaureate-prepared nurse in policy formation and reformation at all levels, demonstrating understanding of the political process at all levels, developing effective advocacy strategies for vulnerable populations, how to identify and influence key stakeholders in the policy process, the importance of effective communication of key healthcare issues, and how to influence change in the political process at all levels when there is social injustice.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.

Prerequisite(s): PSY 100.

SOC 247 Aging 3 Credits

The emergence of social gerontology, demographic foundation of aging, the aging process, comparative study of aging and aged, effect of aging on the individual, social institutions and aging, and problems of aging and some solutions.

Prerequisite(s): SOC 101.

SOC 346 Health Care and Society 3 Credits

Application and contributions of sociology to medicine; the strategy and methods of sociomedical research; sociology of illness, addictive and mental disorder; medical institutions; health services and medical care; and current status of medical sociology.

Prerequisite(s): SOC 101.

SOC 347 Aging and the Elderly 3 Credits

Allied Health Studies Online

Program Overview

Designed for working professionals in allied health fields, Rider's B.S. in Allied Health Studies program lets students gain the skills and credentials to advance — while balancing both their career and family life. This online degree program provides flexibility and convenience to students.

The experience, skills and compassion an individual brings to his or her job transforms the lives of the patients in one's care every day. But rapid

changes in today's health care environment now present allied health professionals with new challenges — and exciting opportunities. The B.S. in Allied Health Studies program prepares students for these challenges while still training them to be compassionate caregivers and partners.

Curriculum Overview

The curriculum is designed to provide a seamless transition from an Associate degree or a diploma program, building on the students' experiences in allied health professions. Separate clinicals are not required.

Admissions Requirement

- Official transcripts from all institutions attended with a minimum 2.5 cumulative GPA
- Copies of a current/unrestricted license (in any allied health field)

Degree Offered

- B.S. in Allied Health Studies

Contact

Boris Vilic

Dean, College of Continuing Studies

Bart Luedeke Center, Suite 31

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ccs@rider.edu

Program Website: Allied Health (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/allied-health-studies>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs:

- Athletic Leadership (p. 720)
- Biology (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/majors-minors-certificates/biology>)
- Behavioral Neuroscience (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/majors-minors-certificates/behavioral-neuroscience>)
- Nursing (p. 169)
- Psychology (p. 178)
- Premedical Studies (p. 176)

Program Requirements

(30 credits)

Code	Title	Credits
Core Requirements		
See College of Continuing Studies Core Requirements (p. 199)		48
		-
		50
Allied Health Studies Major		
Core requirement (choose one of the following):		3
HTH 205	Introduction to Health Care	

NUR 404	Healthcare Policy, Finance, and Regulatory Environments	
Category I Courses (choose two of the following):		6
BIO 206	The Pharmaceutical Industry ¹	
HTH 315/BUS 315	Healthcare Law, ethics & Policy	
HTH 336/ECO 336	Economics of Health Care Sys	
MKT 380	Healthcare Marketing	
Category II Courses (choose seven of the following):		21
BIO 100	Life Science: Human Emphasis	
BIO 110	Life Science: Inquiry Approach	
BIO 115/BIO 115L	Principles of Biology I	
BIO 206	The Pharmaceutical Industry ¹	
BIO 221/BIO 221L	Human Anatomy & Physiology I	
BNS 107	Life Science: Behavioral Neuroscience Emphasis	
BNS 275/BNS 275L	Behavioral Neuroscience	
CHE 115	Chem and Contemporary Society	
COM 254	Intro to Health Communication	
GLS 325	Global Perspctvs Hlth & Illness	
HTH 215	Population Healthcare Management	
HTH 491	Health Administration Intern	
PSY 220	Abnormal Psychology	
PSY 345	Health Psychology	
PSY 365	Drugs and Human Behavior	
PSY 374	Psychology of the Family	
SOC 247	Aging	
PSY 382	Aging, Brain, and Cognition	
PSY 385	Death, Dying and Suicide	
SOC 346	Health Care and Society	
SOC 347	Aging and the Elderly	
Any Nursing (NUR) courses with permission of an advisor.		
Free Electives		42
		-
		40
Total Credits		120

¹ This course may only be used to fulfill the requirements of a single category.

Courses and Descriptions

BIO 100 Life Science 3 Credits

An introductory course for non-science majors in which students develop an understanding of the nature of science and are introduced to foundational topics in the biological life sciences and how they relate to human affairs. The course may emphasize human evolution, genetics, aging, disease, reproduction, bioethics or other topics in biology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BIO 110 Life Science: Inquiry Approach 4 Credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 110L.

BIO 110L Life Science: Inquiry Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 110.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 206 The Pharmaceutical Industry 3 Credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major.

Prerequisite(s): BIO 100 or BIO 101 or BIO 106 or BIO 108 or BNS 107 or CHE 115.

BIO 221 Human Anatomy & Physiology I 4 Credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training. Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major. **Prerequisite(s):** HSC major ONLY or Permission of instructor.

Corequisite(s): BIO 221L.

BIO 221L Human Anatomy & Physiology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 221.

BNS 107 Life Science: Brain and Behavior 3 Credits

An introduction to the biology of the human brain and the rest of the human nervous system. Topics in neuroscience are covered in molecular, cellular, and systematic terms. Additional material is presented on the origins and effects of neurological and psychiatric diseases. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BNS 275 Behavioral Neuroscience 4 Credits

An introductory behavioral neuroscience course including basic neuroanatomy and neurophysiology of movement, ingestive, reproductive, emotional, and learning behaviors. Emphasis is on the structure/function relationships that allow animals to make appropriate physiological and behavioral responses to the environment. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115 & BIO 116.

Corequisite(s): BNS 275L.

BNS 275L Behavioral Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 275.

CHE 115 Chem and Contemporary Society 3 Credits

Designed to give the nonscientist an appreciation of the role of chemistry in today's world. The approach is conceptual rather than mathematical.

Topics include basic principles of chemical theory, energy sources, elementary organic chemistry, drugs, food additives, polymers, chemistry of living systems, inorganic solids in modern technology, and problems involving pollution of the environment. Three hours of lecture per week. This course satisfies the core requirements for liberal arts, education and business majors.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

GLS 325 Global Perspectives on Health and Illness 3 Credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

HTH 315 Health Care Law, Ethics and Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

HTH 491 Health Management Internship 3 Credits

This course provides students minoring in health administration an opportunity to supplement and apply their classroom work in a supervised employment setting with participating firms in the health care sector. Requirements include: a log of daily activities, oral and written reports to the faculty supervisor and a term paper. In addition, the employer will also submit an evaluation of the student's performance.

Prerequisite(s): HTH 205; junior or senior standing; and permission of faculty supervisor.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

NUR 404 Healthcare Policy, Finance, and Regulatory Environments 3 Credits

This course provides a foundation of U.S. healthcare policy, including financial and regulatory policies, as well as the nature and functioning of the U.S. healthcare delivery system. There is emphasis on policy processes at the organizational, local, state, national, and global levels. Learning activities and assignments focus on strategies for learning how to assess the role of the baccalaureate-prepared nurse in policy formation and reformation at all levels, demonstrating understanding of the political process at all levels, developing effective advocacy strategies for vulnerable populations, how to identify and influence key stakeholders in the policy process, the importance of effective communication of key healthcare issues, and how to influence change in the political process at all levels when there is social injustice.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.

Prerequisite(s): PSY 100.

SOC 247 Aging 3 Credits

The emergence of social gerontology, demographic foundation of aging, the aging process, comparative study of aging and aged, effect of aging on the individual, social institutions and aging, and problems of aging and some solutions.

Prerequisite(s): SOC 101.

SOC 346 Health Care and Society 3 Credits

Application and contributions of sociology to medicine; the strategy and methods of sociomedical research; sociology of illness, addictive and mental disorder; medical institutions; health services and medical care; and current status of medical sociology.

Prerequisite(s): SOC 101.

SOC 347 Aging and the Elderly 3 Credits

Courses and Descriptions

Business Administration A.A.

Program Overview

This 60-credit program was developed to meet the needs of students who need an abbreviated professional curriculum. This program is fully transferable to the bachelor of science in business administration degree program.

Curriculum Overview

The associates degree program is designed to enable working professionals to gain knowledge and skills to succeed in the competitive job market. It includes courses in numerical literacy, communication, global awareness, and business analytics and technology.

Admissions Requirement

Official transcripts from all institutions attended with a minimum 2.5 cumulative GPA.

Degree Offered

- A.A. in Business Administration

Contact

Boris Vilic

Dean, College of Continuing Studies
Bart Luedeke Center, Suite 31
609-896-5033
ccs@rider.edu

Program Website: A.A. in Business Administration (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Business Administration (A.A.) Major Requirements

(120 credits)

Code	Title	Credits
Business Core		
ACC 210	Introduction to Accounting	3
ACC 220	Managerial Uses of Accounting	3
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3
Numerical Literacy		
MSD 105	Quantitative Methods for Business	3
MSD 200 & MSD 201	Statistical Methods I and Statistical Methods II	6
Communication		
CMP 120	Expository Writing	3
CMP 125	Research Writing	3
COM 290	Professional/Strategic Speech	3
Global/Cultural Liberal Arts		
May be satisfied by courses that are designated Global/Cultural, including foreign language courses at the 101-level and above. ¹		3
Business Analytics and Technology		
CIS 185	Information Systems Essentials	3
Electives		
Humanities elective ²		3
Natural science elective ³		3
Social Science elective ⁴		3
Free Electives		15
Total Credits		60

¹ See list of Global/Cultural courses (p. 106).

² Select one course from: ART, CHI, CMP, DAN, ENG, FRE, GER, ITA, LIT, MUS, PHL, SPA, THE

³ Select one course from: BCH, BIO, BNS, CHE, ENV, GEO, ISM, MAR, SUS

⁴ Select one course from: AMS, COM, GND, HIS, HLS, LAW, MCS, POL, PSY, SOC, SOW

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CIS 200 Web Application Development I 3 Credits

In the early 1990s, Tim Berners-Lee created a set of technologies to allow information sharing at the CERN particle accelerator in Europe. These technologies dramatically changed the face of computing and became what we know today as the Web. Understanding how to develop and manage applications for the Web is a requirement for the information system professional. Because of the ease of development, deployment, maintenance and general scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using HTML and CCS, how to control user interaction with those pages using the JavaScript programming language. The programming basics of variable declaration and usage, program flow of control, function declaration and calling, and object usage and declaration will also be shown. The use of the JQuery Javascript library to ease the development of Web pages will also be shown.

CMP 120 Expository Writing 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score greater than or equal to 550 and SAT or.

CMP 125 Research Writing 3 Credits

Introduces students to the process of library research and documented writing. Emphasis will be on the refinement of critical reading, thinking, and writing strategies applied to multiple sources and documented papers. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 120 or BHP 100.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

Business Administration B.S.B.A

Program Overview

Rider's business administration major provides students with a general business focus, and is ideal for students who do not want to concentrate in a particular functional area, but instead intend to pursue one of the following goals: attend graduate school, such as law school or a MBA or Ph.D. program, enter a management training or marketing program with a future employer and/or enter a family business or start a new one.

Curriculum Overview

The Business Administration major requires completion of 18 credit hours of upper-level business courses across a variety of disciplines, including: economics, finance, management, and marketing. For graduation students must achieve an overall GPA of 2.0 in the major.

Business Administration majors may not count more than six credit hours toward a second major, with the exception of International Business. Students majoring in Business Administration can count up to nine credit hours toward the International Business major.

Degree Offered

- B.S.B.A. in Business Administration

Contact

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Program Website: Business Administration (<http://www.rider.edu/busad>)

Associated Department: Marketing, Advertising and Legal Studies (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/marketing-advertising>)

Related Programs

- Business Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Finance (p. 50)
- Global Supply Chain Management (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management>)
- Health Care Management (p. 63)
- Human Resource Management (p. 66)
- Information Systems (p. 69)
- International Business (p. 75)
- Management and Leadership (p. 81)

- Marketing (p. 89)
- Sport Management (p. 102)

Business Administration B.S.B.A. Major Requirements

(18 credits)

Code	Title	
Business Core ¹		
See Business Core Requirements (p. 106)		
Courses are to be selected as specified below:		
One upper-level economics (ECO) elective		3
One upper-level finance (FIN) elective		3
One upper-level management (MGT) or human resources (HRM) elective		3
One marketing (MKT) elective		3
Two upper level business courses which may include:		6
BUS 490	Independent Research and Study	
BUS 491	Business Admin Internship	
Total Credits		18

¹ Courses listed in the business core may not be used to fill the requirements of the business administration major.

Courses and Descriptions

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 210 Intermediate Macroeconomics 3 Credits

An analytical study of modern aggregate economic theory. Emphasizes the measurement and determination of income, employment, and price levels, as well as economic policy in theory and practice.

Prerequisite(s): ECO 200 and ECO 201.

ECO 211 Intermediate Microeconomics 3 Credits

This course is designed to give the student a thorough understanding of microeconomic theory. As such, the course will analyze the behavior of both consumers and producers, and how this behavior determines the price and quantity observed in the market. The course objective is to provide students with the necessary theoretical background to enable them to solve meaningful and practical problems. Thus, the course is both theoretical and applied in its orientation. The course will emphasize that economic theory can be used not only to solve market oriented problems, but social and public policy problems as well.

Prerequisite(s): ECO 200 and ECO 201.

ECO 300 Business Conditions Analysis/Forecast 3 Credits

Business conditions change daily. Students study them as they change, learning to understand them in the light of economic theory, learning how each part of the economy is affected, and learning the advantages and limitations of the most reliable forecasting methods.

Prerequisite(s): ECO 200, MSD 201.

ECO 301 Managerial Economics 3 Credits

Intensively examines the theory of the firm with applications to the solution of such managerial problems as demand forecasting, the nature and behavior of costs, and product pricing. Introduces the use of simple mathematical and statistical tools that are employed with economic analysis for solving managerial problems.

Prerequisite(s): ECO 200 and ECO 201 and MSD 201 or permission of instructor.

ECO 305 International Trade and Investment 3 Credits

Studies the theory, institutions, and structures underlying the international flow of trade and investment. Topics are: the theory of international trade; balance of payment analysis; the international monetary system; adjustment to balance of payment disequilibrium; regional economic integration; the economic effects of trade restrictions; and trade and foreign investment problems of developing nations.

Prerequisite(s): ECO 200 and ECO 201.

ECO 315 Comparative Economic Systems 3 Credits

Provides a conceptual framework for classifying and comparing economic systems. Presents theory of the capitalist market economy and case studies of the U.S., Japanese, French, and Swedish economies. Examines theory of the centrally planned economy, its transition, and case studies of the Soviet and its successor states, Chinese, and East European economies. Case studies are necessarily limited, concentrating on selected topics, such as transition strategies, industrial policy, etc.

Prerequisite(s): ECO 200 and ECO 201.

ECO 325 Industrial Organization 3 Credits

Explores the relationship between market structure and performance. Topics include concentration in individual industries, product differentiation and entry barriers, pricing and marketing policies, and antitrust policies and their consequences.

Prerequisite(s): ECO 200 and ECO 201.

ECO 326 Economics of Sports 3 Credits

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association.

Prerequisite(s): ECO 201.

ECO 330 Labor Market Analysis 3 Credits

Intensive study of the economics of the labor market, which examines the determinants of labor supply and demand, and market equilibrium in the labor market. This enables the student to understand what determines wages, labor force participation, occupational choice, the extent of education and training, unemployment, poverty, union membership, and discrimination in the labor market.

Prerequisite(s): ECO 200 and ECO 201.

ECO 335 Economics of the Public Sector 3 Credits

Analyzes the economic roles of government: allocation; distribution; and stabilization. The course examines the tools used by governments, especially the federal government, such as taxation, expenditures, regulations and laws in order to achieve economic goals. The course will give special attention to social regulation.

Prerequisite(s): ECO 200 and ECO 201.

ECO 336 Economics of Health Care Sys 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomic tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

Prerequisite(s): ECO 201 or HTH 205.

ECO 365 Post-Soviet Economy 3 Credits

Studies the contemporary post-Soviet economic system, with emphasis on institutions, policies and issues related to business opportunities in this area. Topics covered include the historic, geographic, political, and cultural setting, planning and plan implementation in the traditional system, current reforms and prospects for the future, with special reference to the foreign trade institutions and experience of foreign firms doing business in the post-Soviet Union and Eastern European countries.

Prerequisite(s): ECO 200 and ECO 201 or permission of instructor.

ECO 450 Seminar in Economic Research 3 Credits

Students in the course learn to conduct economic research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Students are permitted to take ECO 450 up to two times for credit.

Prerequisite(s): Permission of instructor.

ECO 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

ECO 491 Internship/Independent Study 3 Credits

This course is available to qualified economics majors and minors. Evaluation is based on a performance appraisal provided by the participating firm and a project/paper judged by the major's internship director. This course can be used as a business or free elective. Grading is done on a pass/fail basis.

Prerequisite(s): Permission of instructor.

FIN 200 Managing Your Money 3 Credits

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning, home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 305 Personal Financial Planning 3 Credits

This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs.

Prerequisite(s): FIN 220.

FIN 307 Financial Markets & Institut 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 315 Financial Modeling 3 Credits

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases.

Prerequisite(s): CIS 185 and FIN 220.

FIN 330 Corporate Cash Management 3 Credits

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multi-national cash management, and other related topics.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POI.

FIN 380 Real Estate 3 Credits

Real estate finance and related subjects in real estate are examined. Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques.

Prerequisite(s): FIN 220.

FIN 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): FIN 220.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

FIN 469 Special Topics in Finance 3 Credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

FIN 490 Independent Study: Research and Creative Expression 3 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

FIN 491 Finance Internship 1-3 Credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

HRM 312 Intro to Labor Relations 3 Credits

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 313 Legal Aspects of Human Res Mgt 3 Credits

This course deals with the various laws that affect human resource management, including social insurance, legislation, minimum wage laws, OSHA, ERISA, as well as equal employment opportunity legislation. This course is concerned not only with the provisions of these laws, but also with their constitutionality, their effects, and how they are administered.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

HRM 441 Sel. Topics: Human Res Mgt 3 Credits

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or HRM major elective.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 491 Internship 1-4 Credits

Provides the student with the opportunity to supplement and apply human resource management coursework in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing work experiences. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): Junior or Senior; Major in human resource management and MGT 310; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

HRM 492 Internship in Human Res Mgt 3 Credits

Provides the student with the opportunity to supplement and apply their human resource management classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. 2.75 GPA overall and 3.0 GPA in the major is required.

Prerequisite(s): major in human resource management or management and leadership, and MGT 310; senior status; and permission of instructor.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 329L Research Methods: Org Psy Lab 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 336 Career Management 3 Credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course. The meaning of work and the development of careers are discussed, and students undertake self-assessment for the purpose of career planning. Careers are examined in the context of important changes occurring today in the world of work. The impact of the executive, organizational counselors and trainers, and the educational system upon the development of human potential is examined, along with the techniques for human resource planning and development.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 346 Negotiation 3 Credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing.

Prerequisite(s): MGT 201 or permission of the instructor.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MGT 410 Ethical Management 3 Credits

Managers today face a broad range of ethically challenging situations. This course will help students to confront and analyze ethical dilemmas effectively in the workplace. Cases, simulations, hands-on content will engage students with the material, and will generate robust class discussion.

Prerequisite(s): Completion of MGT 201 and Leadership Requirement course.

MGT 421 Sel Topics:Mgt & Organztn Behv 3 Credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 450 Advanced Leadership 3 Credits

Leadership is the ability to influence a group of people towards a goal. In this course, students will increase their own leadership capacities so that they can become effective leaders of organizations and teams. They will integrate what they have learned from their experience and other coursework with diverse reading and writing assignments and team projects as they explore complex leadership issues related to vision, communication, motivation, ethics, team dynamics, power, and change management.

Prerequisite(s): MGT 201; Leadership elective (LDP 200, LDP 220, LDP 398, MGT 355, MGT 363).

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 491 Intern Management/Org Behavior 3 Credits

Provides the student with the opportunity to supplement and apply their management and leadership classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): major in management and leadership or human resource management and MGT 363, or senior status; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MKT 205 Advertising Principles 3 Credits

Basic theory, functions, principles, and applications of advertising are the focus of this course. The relation of advertising to our economy, the advertising department and the ad agency, selection of media, advertising practices, and the use of research to improve advertising techniques are covered.

Prerequisite: MKT 200. Required for advertising majors.

MKT 250 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 260 Service Marketing 3 Credits

Focuses on the unique challenges of managing services and delivering quality service to customers. Emphasis is placed on the total organization, and how effective marketing and customer focus must be coordinated across multiple functions. The course is applicable to service organizations and to organizations that depend on service excellence for competitive advantage. Topics include customer-focused management, and customer satisfaction, retention, lifetime value and profitability. Students will learn to map services, understand customer expectations, and develop relationship marketing strategies.

Prerequisite(s): MKT 200.

MKT 280 Sports Marketing 3 Credits

The course focuses on the unique challenges of marketing sports at a variety of levels: youth, college, professional, and international. The challenges of attracting and retaining fans and participants as well as of building and maintaining strong brand identity are at the heart of the course content. By evaluating case studies and examining current issues in sports marketing, students will gain an understanding of what it means to be a professional marketer of a sports organization and/or event.

Prerequisite(s): MKT 200.

MKT 310 Business to Business Marketing 3 Credits

This course examines the business-to-business marketplace, and the planning and control tools used by its entities in managing the product, pricing, promotion, channel and supply chain management strategies.

Prerequisite(s): MKT 200.

MKT 320 Consumer Behavior 3 Credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior.

Prerequisite(s): MKT 200; Required for advertising majors.

MKT 330 International Marketing 3 Credits

This course examines the global marketplace and the complexities of its environmental influences, and necessary adaptations in formulating the strategies for product, pricing, promotion, channel and supply chain management.

Prerequisite(s): MKT 200.

MKT 340 Personal Selling 3 Credits

Examines persuasive techniques utilized in sales presentations conducted on a person-to-person basis. Major course emphasis is on developing effective selling techniques; understanding the company, its products and the role of the salesperson in implementing product/market strategies; understanding the customers and the selling environment; application of effective sales presentation techniques; recognizing selling opportunities and careers.

Prerequisite(s): MKT 200.

MKT 345 Customer Focus 3 Credits

Marketing supply chain management programs are concerned with the creation and delivery of value to customer and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission-critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications and then transferring these goods and services from producers to consumers or end users.

Prerequisite(s): MKT 200 and GSC 115 or permission of instructor.

MKT 350 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 366 Marketing Research 3 Credits

Topics include specific research procedures in gathering, processing, analyzing, and presenting information relevant to marketing problems: advertising planning and effectiveness; product development; distribution channels; sales techniques; consumer behavior; and forecasting. Student learning about research planning, implementation, and interpretation is facilitated by the use of projects or cases.

Prerequisite(s): MKT 200; MSD 200, MSD 201; junior standing; Required for marketing and advertising majors.

MKT 367 Marketing Web Analytics 3 Credits

This course teaches web analytics through practical applications with a focus on deriving actionable insights. It provides a broad overview of key web analytics strategies, concepts, issues, challenges and tools. Topics covered include: • How to choose a web analytics tool • Metrics and key performance indicators • Best ways to analyze effectiveness of blogs, marketing campaigns, SEO, SEM and emails • How to utilize quantitative, qualitative and competitive tools to derive actionable insights • How to optimize web sites by incorporating testing and experimentation • Analytics in social, mobile and video • Best practices and pitfalls in web analytics

Prerequisite(s): MKT 200.

MKT 369 International Advertising 3 Credits

This course introduces students to the general landscape of international advertising with emphasis on understanding the opportunities and challenges entailed in international advertising management. The course will cover the subject from three aspects, including the international advertising environment, the international advertising industry, and international advertising strategies.

Prerequisite: MKT 200 or permission of instructor.

MKT 370 Internet Marketing 3 Credits

This course emphasizes the discipline of internet marketing, including practices of leading online marketing companies, state of the art online research and demonstrates how the Internet is creating value for customers and profits for businesses while also fitting into a firm's complete marketing strategy. This course will provide a strategic and tactical toolkit for the online marketer, help students understand how and why the Internet is changing traditional marketing and allow students to develop the skills, strategies and tactics important to develop successful Internet marketing plans.

Prerequisite(s): MKT 200 and CIS 185.

MKT 375 Digital Advertising and Social Media 3 Credits

This course surveys the concepts, principles, practices and industry standards of digital advertising, including standard display and rich media advertising, search advertising, email advertising, game advertising, and mobile advertising. It also introduces the strategies and tactics in social media marketing. The course emphasizes a strategic, holistic view of digital advertising and social media as marketing communication tools that are situated in the marketing strategic framework and employed to engage consumers in community building.

Prerequisite(s): MKT 200.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

MKT 440 Sales Management 3 Credits

By means of lectures, discussions, and case studies, the field of marketing management is analyzed from the viewpoint of sales executives. The responsibilities for planning and administering personal selling operations are emphasized. Considerable attention is given to other activities for which sales executives may be wholly or jointly responsible, such as decision making on promotion and brand management.

Prerequisite(s): MKT 200 and senior standing.

MKT 444 Spec. Topics Honors: Mkt & Law 3 Credits**MKT 460 Marketing Management Seminar 3 Credits**

This capstone course for marketing majors employs a top management approach to the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing program. Integration of marketing with other operations of the business unit is emphasized. Major problems and current trends are identified and analyzed through case discussion.

Prerequisite(s): Marketing major and 15 semester hours of marketing; Required for marketing majors.

MKT 469 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): MKT 200 and senior standing or permission of instructor.

MKT 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

MKT 491 Internship-Based Indep Study 3 Credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements.

Prerequisite(s): permission of instructor.

Business Basics Certificate

Overview

The Business Basics certificate program is designed for students holding an undergraduate degree in areas other than business. The 18–24 credit program includes courses in accounting, computing, economics, finance, legal studies, management and leadership, management science and marketing. The Business Plus certificate (p. 132) program will provide students with a good foundation toward the Master in Business Administration (p. 785).

Admission Requirements

Minimum admissions requirements for the Business Basics programs are:

- a baccalaureate degree in an area other than Business;

- a 2.5 GPA in all undergraduate work.

This program is available only to students enrolled in CCS.

Program Completion and Certification

Students must achieve a 2.5 GPA in their coursework with no grade lower than a "C" to successfully complete a College of Business Administration certificate. Students leaving CCS for any other Rider undergraduate program before earning the certificate will not be eligible for the certificate.

Contact

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Certificate Requirements

(18-24 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting	3
BUS 300	The Legal and Ethical Environment of Business	3
CIS 185	Information Systems Essentials ¹	3
ECO 201	Principles of Microeconomics	3
FIN 220	Introduction to Finance	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
MSD 105	Quantitative Methods for Business ¹	3
Total Credits		24

¹ CIS 185 and MSD 105 may be waived based on prior equivalent work.

Note: If prior equivalent coursework has been completed, substitutions may be made using the courses from the Business Plus Certificate.

Course Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

Business Plus Certificate

Business Plus Certificate Overview

The Business Plus certificate program is designed for students holding an undergraduate degree in areas other than business. The 18 credit program includes courses in accounting, computing, economics, finance, legal studies, management and leadership, management science and

marketing. The Business Plus certificate program will provide students with a good foundation toward the Master in Business Administration (p. 785).

Admission Requirements

Minimum admissions requirements for the Business Plus certificate programs are:

- a baccalaureate degree in an area other than Business;
- a 2.5 GPA in all undergraduate work.

This program is available only to students enrolled in CCS.

Contact

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Program Requirements

(18 credits)

Code	Title	Credits
ACC 220	Managerial Uses of Accounting ¹	3
CIS 385	Management Information Systems ²	3
ECO 200	Principles of Macroeconomics	3
MSD 200	Statistical Methods I ³	3
MSD 201	Statistical Methods II	3
MSD 340	Production and Operations	3
Total Credits		18

¹ Prerequisite: ACC 210

² Prerequisite: CIS 185

³ Prerequisite: MSD 105

Program Completion and Certification

Students must achieve a 2.5 GPA in their coursework with no grade lower than a "C" to successfully complete a College of Business Administration certificate. Students leaving CCS for any other Rider undergraduate program before earning the certificate will not be eligible for the certificate.

Courses

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. GSC 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

MSD 340 Production and Operations 3 Credits

This course introduces the concepts and techniques of designing and managing manufacturing and service systems and their operations effectively and efficiently. Major topics include product and process design, facility location, forecasting, aggregate planning, inventory management, supply chain management, project management, just-in-time systems, quality assurance, linear programming, and the transportation problem. Current issues such as productivity, global competitiveness, and quality are also discussed.

Prerequisite(s): MSD 105 or MSD 110, MSD 200 or MTH 340, MSD 201 or MTH 341.

Criminal Justice

Program Overview

Rider University's law and justice program houses a major in criminal justice (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/law-justice/criminal-justice-major>), as well as a minor in legal studies (p. 79) and a minor in criminal justice studies (p. 346).

Law and justice courses provide students, regardless of specific career goals, with tools for reasoned appraisal of how the law works and its social consequences and makes students better citizens by demystifying legal institutions and policies, addressing and evaluating these in terms of evidence, rather than myths and assumptions.

Experienced faculty members of the Law and Justice Program Committee (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/law-justice-0>) are available to advise students interested in pursuing a career in criminal justice, law or law-related fields. Faculty advisors may assist students in course selection as well as law school and graduate school applications.

The Law and Justice Program often sponsors workshops (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/law-justice/student-awards-honors-events-an-0>) on various aspects of career preparation, law school selection, and the law school application process.

Curriculum Overview

The major is designed to provide students with a multidisciplinary understanding of law, its development and violation. Courses in the program include a wide spectrum of academic departments and programs, including business policy, baccalaureate honors, communication, economics, philosophy, political science, psychology and sociology, as well as courses developed specifically for the Law and Justice Program.

The law and justice program's criminal justice major and law and justice minor are designed to provide students with in-depth knowledge and understanding of laws, legal institutions and processes and their relationships to social, moral, political, and economic issues. Students will benefit from learning to approach law (both civil and criminal), and law enforcement from diverse perspectives.

Students can focus their course of study around their specific career goals by selecting from a wide range of courses within the program. In addition, the criminal justice major and law and justice minors can often be combined with other major and minor programs.

Degree Offered

- B.A. in Criminal Justice

Contact

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Program Website: Criminal Justice (<http://www.rider.edu/cj>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs

- Gender and Sexuality Studies (p. 409)
- Multicultural Studies (p. 489)
- Philosophy (p. 494)
- Sociology (p. 545)
- Social Work (p. 544)

Criminal Justice Major Requirements

(42 credits)

A minimum of 6 courses selected must be at the 300-level or higher.

Code	Title	Credits
Core Requirements		
See College of Continuing Studies Core Requirements (p. 199)		48-50
Criminal Justice Major		
Category I: Core Courses		15
SOC 206	Deviance and Crime ¹	
SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections ¹	
PHL 115	Ethics	
LAW 307	Criminal Justice Practice	
LAW 460	Criminal Justice Senior Seminar ²	
Category II: Research Methods and Applications		3
Select one of the following:		
POL 230	Methods of Political Analysis	
SOC 301	Methods Of Sociological Research ¹	
Category III: Criminal Justice Processes And Institutions		9
Select three courses from the two areas below; at least one from each area:		
Law Enforcement, Criminal Investigation and Punishment		
BHP 322	Hon Sem: Guilty and Innocent	
LAW 150	Intro to Forensics	
LAW 210	Criminal Investigation	
SOC 322	Punishment and Corrections	
SOC 342	Police and American Society	
SOC 343	Policing and Counter Terrorism	
Courts and Law		
BHP 211	Seminar: Theories of Justice and the American Common Law	
LAW 140	Intro Seminar in Law & Justice	
LAW 305	Trial Advocacy	
LAW 365	The Rights of the Accused	
PHL 303	Philosophy of Law	
POL 260	Politics of Law and Order	
POL 361	The Judicial Process	
PSY 279	Psychology and Law	
SOC 317	Law and Lawyers	
Category IV: Crime and Social Groups and Issues		9
Select three of the following:		
LAW 302	Crime & Justice in the Media	
LAW 401	Hate Crimes in the United States	
SOC 216	Youth and Crime	
SOC 246	Drugs, Crime & American Society	

SOC 313	Gender and Criminal Justice
SOC 321	White Collar & Corporate Crime
SOC 345	Race and Crime

Category V: Contextualizing Crime and Criminal Justice 6

Select two courses from any of the following:

Legal Issues	
HIS 301	Constitutional History of U.S.
LAW 204	Law, Literature, and Film in America
LAW 304	Women and Law
LAW 310	Cyberspace Law and Policy
POL 300	U.S. Constitutional Law
POL 301	Civil Liberties in the U.S.
Philosophical Issues	
PHL 130	Political Philosophy
PHL 202	Social Philosophy
PHL 360	Contemporary Ethics
Political Issues	
POL 235	Race/Ethnicity in Amer Politic
POL 325	Public Administration
POL 327	Contemp Issues Amer Pub Policy
POL 335	Urban Politics
POL 345	Justice
POL 350	U.S. Foreign Policy and Security Policy
POL 351	Critical Views of Global Security
POL 363	Hum Rights in Global Context
Psychological Issues	
PSY 220	Abnormal Psychology
PSY 365	Drugs and Human Behavior
Social Issues	
SOC 205	Families
SOC 207	Racial and Ethnic Relations
SOC 245	Social Problems
SOC 308	Cities And Suburbs
SOC 312	Women In Society
SOC 330	Class and Economic Inequality
SOC 340	Power and Politics
SOC 350	Social Policy
SOC 396	Applied Sociology
Internships and Advanced Research ³	
LAW 490	Independent Study: Research and Creative Expression
LAW 496	Honors Thesis in Law & Justice
LAW 491	Internship in Law and Justice
SOC 491	Internship in Sociology
PHL 491	Internship in Philosophy
POL 491	Internship in Political Science
PSY 491	Internship in Psychology

Free Electives 30-28

Total Credits 120

² Advance research related to criminal justice taken as an Independent Studies course or as Honors Thesis if approved by the Law and Justice Director.

³ Internships related to Criminal Justice as approved by the Law and Justice Director

Notes:

1. No course may be used to satisfy more than one requirement in the Criminal Justice major.
2. Students are required to complete a minimum of 6 courses at the 300 or 400 level in Categories II - V.

BHP 211 Seminar: Theories of Justice and the American Common Law 3 Credits

Examines some of the 'perennial' theories of justice, both classical and modern, that have left their mark on the evolution of Western concepts of justice. The practical implications of such theories and the two-way traffic between them and social realities will be explored through their application by the American courts. In addition to studying actual cases, students will participate in the adjudication of theoretical cases, both fictional and taken from contemporary realities.

BHP 322 Honors Seminar: Guilty and Innocent 3 Credits

Through the study of social theory and research, legal cases, fiction, non-fiction, film and poetry, this course examines theories of criminal motivation and behavior, determination of blame, and assignment of appropriate punishment. Topics include changes in legal and cultural understandings of individual and social responsibility for criminality; the nature, purpose, and effects of punishment; and the impact of race, class and gender on defining crime and determining guilt or innocence. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

HIS 301 Constitutional History of U.S. 3 Credits

Surveys the English, Colonial, and Confederation backgrounds of American law and constitutionalism; the framing, adoption, and implementation of the Federal Constitution and its later development; the role of law in the nation's history; the changing interpretations of federalism; the growth of judicial review; and the increasing role of the Supreme Court.

LAW 140 Intro Seminar in Law & Justice 3 Credits

Introduces students to the interdisciplinary study of law and justice. The seminar is designed to enable students to think critically about legal issues, address legal problems from various viewpoints, and apply different types of theories of justice to analyze laws and legal institutions. Students will learn to examine law and legal issues from a variety of perspectives and approaches: anthropological, historical, literary, philosophical, political, psychological, and sociological. Open to freshmen and sophomores only.

LAW 150 Introduction to Forensics 3 Credits

Introduces students to principles of forensic science. Whether the issue is establishing paternity or cause of death, determining arson or liability, or deciding criminal guilt or innocence, collecting and evaluating forensic material is typically involved. Students will learn the meaning and significance of scientific evidence and its role in criminal investigations and civil and criminal trials. Students will learn how forensic scientists work, define a problem, collect data, and analyze results. Case studies, crime simulations and examination of criminal evidence will highlight the application of scientific principles.

¹ SOC 101 is waived as a pre-requisite for criminal justice majors ONLY for SOC 206 and SOC 219. SOC 101 is strongly recommended for criminal justice majors.

LAW 204 Law, Literature, and Film in America 3 Credits

Focuses in an interdisciplinary manner on law and justice as represented in American literature and films. It analyzes novels, short stories, and selected non-fiction texts from the perspectives of literary criticism, social history, and cultural and American studies.

LAW 210 Criminal Investigation 3 Credits

Approaches criminal investigation conceptually. Students consider the social issues involved in criminal investigation, as well as ethical and legal aspects of it. The course covers such topics such as the principles of criminal investigations, the rules and procedures of preliminary and follow-up investigations, the art of interrogation, recording of statements, confessions, and the collection and preservation of physical evidence at the crime scene. Emphasis is placed on the need for meticulous adherence to rules of law and ethical practices, as an investigation proceeds from initial actions to arrest, and eventual prosecution. The course also examines the methods used in scientific interpretation of evidence and the preparation of criminal cases for trials, as well as its role in today's criminal justice system.

Prerequisite(s): LAW 150.

LAW 302 Crime & Justice in the Media 3 Credits

This course focuses on the impact of media on Americans' perceptions and understanding of the extent and causes of crime, and the effectiveness and purposes of crime policy. It examines how criminals, types of crime, crime policies and the criminal justice system are portrayed in various media outlets, including film, tv, newspaper, and electronic/internet. It explores the historical and contemporary relationships between media representations of criminal behavior, crime as a social problem, and the nature of the criminal justice system and contrasts these to their social realities.

LAW 304 Women and Law 3 Credits

Explores the social, economic, political and cultural context of laws relating to women and gender, such as workplace discrimination, divorce and child custody and reproductive rights. It examines how such laws have changed historically and the impact such laws have had on women as well as on men and on American social institutions, such as the family, politics, and the workplace. The course also examines women in the legal profession and their impact on the practice of law and legal reasoning.

LAW 305 Trial Advocacy 3 Credits

Students will apply fundamental legal concepts and rules of evidence to specific cases. By engaging in trial simulations, students will evaluate various forms of evidence, identify legal principles and evidentiary rules that impact a criminal trial, learn about trial procedures, pursuit of case theories, and witness, exhibit and jury selection.

LAW 307 Criminal Justice Practice 3 Credits

This course will consider the ways criminal justice agencies and occupations are shaped by social, economic, political, technological and legal changes. Through case studies and projects students will examine the work, culture, and work settings of various criminal justice practitioners, assess the impact of social policies on criminal justice careers, and identify new directions in the field. Students will develop the reading and writing skills needed by an array of criminal justice practitioners.

LAW 310 Cyberspace Law and Policy 3 Credits

Explores the legal and policy concerns raised by the Internet, nationally and globally. The course considers issues of legal regulation of the Internet, and consider the debate about whether cyberspace can or should be regulated. Attention will be given to the applicability of principles of law and models of regulation. Topics addressed will include jurisdiction, freedom of expression, intellectual property, privacy protection, safety concerns, equal access, electronic commerce, and computer crime.

LAW 365 The Rights of the Accused 3 Credits

Analyzes the major substantive and procedural rights accorded to the criminally accused by the United States Constitution. Particular attention will be given to the right to counsel, confessions and self-incrimination, arrest, search and seizure. Students will learn to argue and write hypothetical case opinions.

LAW 401 Hate Crimes in the United States 3 Credits

Provides an interdisciplinary exploration of hate crimes in the United States, its causes and consequences. It will examine the social, political, and legal issues that have shaped policies and laws designed to respond to hate crimes and assess their effectiveness. Debates about the nature of hate crimes and the special laws and sentencing provisions developed to deal with them will be discussed. Topics include hate crimes on college campuses, hate on the Internet, legal and constitutional issues, and criminal justice enforcement.

LAW 460 Criminal Justice Senior Seminar 3 Credits

Draws on and develops students' knowledge and understanding of crime, criminal law and criminal justice institutions, and applies these to a specific topic, method, institution, or controversy. Topics vary. Students will be expected to contribute to seminar discussions and to complete research projects related to the seminar theme. Required for criminal justice majors seniors; open to others only by permission of the director of the Law and Justice Program.

LAW 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

LAW 491 Internship in Law and Justice 1-4 Credits

Provides supervised work experience in an institution, office, or agency related to law or law enforcement, such as courts, prosecutor/defense attorney offices, private law offices, state agencies, and local police departments. Students are expected to apply and broaden the knowledge obtained from law and justice minor courses to their fieldwork experience.

Prerequisite(s): 2.75 GPA and permission of the Director of the Law and Justice program.

LAW 496 Honors Thesis in Law & Justice 3-6 Credits

Entails substantial research and writing on a topic selected by the student. Proposals must be reviewed and approved by the law and justice program committee. Proposals must be submitted at least four weeks prior to course registration.

Prerequisite(s): Seniors in the minor with a minimum cumulative GPA of 3.25 and a 3.25 GPA in law and justice minor courses.

PHL 115 Ethics 3 Credits

A combined historical and systematic analysis of the problems of ethics. Such problems as the nature and meaning of moral values and judgments, moral responsibility and freedom, conscience and happiness, the good life, and the relativity of value, are explored through the writings of such philosophers as Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 303 Philosophy of Law 3 Credits

An examination and analysis of selected topics including classical and contemporary theories in the philosophy of law and moral philosophy. Such topics as the nature of the law and legal reasoning, the legal enforcement of morality, protection of personal liberty, and the moral justification of punishment are considered. Such philosophers as Aquinas, Austin, Holmes, Bentham, Hart, and Dworkin are read and discussed.

POL 230 Methods of Political Analysis 3 Credits

An overview of the various qualitative and quantitative methods that political scientists use to study their discipline. Themes include analyses of political participation and support, methods of studying elections, measures of political tolerance and liberalism.

POL 235 Race and Ethnicity in American Politics 3 Credits

Examines the changing political, economic, and social situation of racial and ethnic groups in American politics since the 1950s. Topics include the relationship between race/ethnicity and voting behavior, political parties, and election results. Includes an analysis of specific areas of contemporary racial and ethnic conflict, such as voting rights, immigration, and affirmative action.

POL 260 Politics of Law and Order 3 Credits

The constitutional, legal, political, and administrative aspects of the criminal justice system in the United States are studied, including the court system at all levels of government, law enforcement agencies, correctional programs and institutions, probation, parole, and the relationship of our legal institutions to the broader political system.

POL 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS 361. Students may not get credit for both POL 361 and HLS 361.

PSY 279 Psychology and Law 3 Credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making

Prerequisite(s): PSY 100.

SOC 206 Deviance and Crime 3 Credits

Considers deviant behavior as violation of social norms. Examines the concepts of deviance and crime in socio-historical context. Evaluates major theories advanced to explain deviance. Surveys different types of deviance, including conventional crime, non-criminal deviant behavior, and white-collar corporate, and government crime.

Prerequisite(s): SOC 101.

SOC 216 Youth and Crime 3 Credits

In-depth examination of the nature and extent of youth criminality in the U.S. Explores changes in youth culture and theories of delinquency. Social policies are related to youth criminality and the youth justice system is considered.

Prerequisite(s): SOC 101.

SOC 219 Introduction to Criminal Justice: Police, Courts, Corrections 3 Credits

This course introduces students to the sociological study of the criminal justice system. It examines the cultural and social foundations of this system, and review debates about problems with the criminal justice system and proposals to change it. Topics covered include nature of the crime problem, requirements of criminal law, policing, the role of the courts and legal professionals, sentencing, incarceration and alternatives to it. [FORMERLY SOC-319 Criminal Justice and Corrections] Pre-requisite SOC 101 3 Credit hours.

SOC 246 Drugs, Crime & American Society 3 Credits

Explores the nature and extent of drug use in the U.S., how drugs are legally defined and socially constructed, and considers how and why drug policies have developed and changed historically. Considers how the criminalization of drugs has impacted policing strategies, courts, probation programs, sentencing and corrections, as well as other social institutions. Examines the role of local and federal agencies in enforcing drug laws, and considers debates about directions for legal reforms.

Prerequisite(s): SOC 101.

SOC 301 Methods of Sociological Research 3 Credits

The second in a series of required courses for majors. Builds upon the Introductory Seminar in Sociology. Social research methods using documents, observations, and questionnaires are taught, and used in completing research projects.

Prerequisite(s): SOC 201.

SOC 313 Gender and Criminal Justice 3 Credits

This course will examine women's experiences with the criminal justice system as offenders, victims, prisoners, and practitioners. It will consider how gender has shaped theories of crime and criminological research. It will explore how cultural constructions of gender have influenced substantive and procedural criminal law, the ways criminal justice agencies respond to crime, and how these have changed historically. Attention will be given to the development of new approaches, reforms, and challenges.

Prerequisite(s): SOC 101.

SOC 317 Law and Lawyers 3 Credits

Relationships between law, the economy, and the state are explored. Discussion of laws, legal systems and legal reasoning using cross-cultural comparisons and historical analysis of these in the United States. Particular attention given to impact of law on corporations, workers, women, and minorities. Changes in legal profession and legal education are examined.

Prerequisite(s): SOC 101.

SOC 321 White Collar & Corporate Crime 3 Credits**SOC 322 Punishment and Corrections 3 Credits**

This course explores the nature, forms, rationales, and effectiveness of punishment as a form of crime control. It traces the development of corrections in the U.S., identifies cultural trends and developments in penology, including mass incarceration and supermax prisons, considers the ways race and class have shaped these, and the reverberating effects penal policies have had on American culture and society beyond the criminal justice system. It examines the role of laws, politics, crime control agencies, as well as of media, and corporations in shaping penal policies. Topics also include: prison subcultures, inmate rights, correctional practices, privatization of prisons, and alternatives to punitive policies of incarceration and capital punishment.

Prerequisite(s): SOC 101.

SOC 342 Police and American Society 3 Credits

This course examines important issues regarding police in American society, such as the paradoxes inherent in police work, police organization and strategies and their effectiveness, the dilemmas of supervising police work, police unionism, the nature and implications of police occupational subculture, the use of police discretion, forms of police misconduct and accountability, professionalization of police and the trend toward police privatization. It also considers the diversity of the police force, trends in the delivery of policing services, the impact of new technologies on policing, and the challenges of policing in a multicultural society.

Prerequisite(s): SOC 101.

SOC 343 Policing and Counter Terrorism 3 Credits

This course is designed as an upper level (undergraduate/graduate) combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

Prerequisite(s): SOC 101.

SOC 345 Race and Crime 3 Credits

Examines the impact of crime policy on minority communities in the United States, with particular attention to the impact of "The War on Drugs", three-strike laws, and mandatory sentencing on minorities and minority communities. Drawing on sociological research, the course explores myths and realities concerning the relationship between race and crime. The relationship between racial attitudes, historical race relations, and mass incarceration are discussed.

Prerequisite(s): SOC 101.

POL 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS 300. Students may not get credit for both HLS 300 and POL 300.

POL 301 Civil Liberties in the U.S. 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as HLS 301. Students may not get credit for both HLS 301 and POL 301.

PHL 130 Political Philosophy 3 Credits

An introduction to the problems of political philosophy with an emphasis on recent and contemporary issues, such as the conflict between liberal and conservative ideologies, fascism, revolution, civil disobedience, and the concept of legitimate political authority. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 202 Social Philosophy 3 Credits

Emphasizes social ethics through critical studies of such contemporary problems as abortion, euthanasia, the death penalty, pornography and censorship, animal rights, drug use, sexual morality, environmental ethics, and world hunger. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 360 Contemporary Ethics 3 Credits

An examination of recent and contemporary challenges to traditional ethical theory including such movements as logical positivism, cultural relativism, feminism, environmentalism, multiculturalism, and postmodernism. Such problems as the meaning and cognitive status of value judgments, the relation between fact and value, the relativity of values, and how value judgments can be justified are considered.

PHL 491 Internship in Philosophy 1-4 Credits

Students will work under supervision within an area hospital, corporation, or legal agency. The specific duties and tasks will be developed jointly by the intern, intern agency, and faculty supervisor. Within the hospital setting, students will work with the Hospital Medical Ethics Committee. Within the corporate setting, there will be two types of internships: students will work in the corporate office responsible for addressing the ethical issues that arise in the business environment; or students will work in a department that allows them to explore the potential business applications of their philosophic intellectual training. Within the legal setting, students will work with the federal magistrate, prosecutor, or public defender, exploring issues in the philosophy of law that arise in the practice of law. Students must have completed four philosophy courses, one at the 300 level, before applying for the internship. No more than six credits will be allowed toward graduation. A member of the department of philosophy will supervise the internship.

Prerequisite(s): juniors and seniors with a minimum of 2.7 cumulative GPA and 3.0 GPA in philosophy, or permission of the department of philosophy.

POL 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS 325. Students may not get credit for both HLS 325 and POL 325.

POL 327 Contemporary Issues in American Public Policy 3 Credits

An in-depth examination of current issues in American politics. Drunk driving, political corruption, drug policy, education, and poverty are among the issues to be considered. Emphasis on analyzing policy problems and on developing and evaluating proposed solutions.

POL 335 Urban Politics 3 Credits

Political structure and administration of municipalities in the United States. Emphasis on problems posed by suburbanization, global and regional shifts in business, economic dislocation, housing, race relations, and policing.

POL 345 Justice 3 Credits

The existence of society over time requires high degree of predictability and hence laws, whether explicit or implicit. These derive their capacity to regulate life from the widespread notion that they are proper and that they should be obeyed. In a word, they accord to our notions of justice. These, however, are not stable. Resting on the understandings of man, society, nature and the relations between them, they develop under the impact of human thought and changing realities. The result is what can be compared to a layered cake. This course treats some of the main contributions made by philosophers from Plato to Rawls to our concept of justice and the manner by which they have shaped our concepts of justice in the US and West in general. Cases in which courts (mainly the US Supreme Court) made use and applied the thinking of earlier philosophies of justice will illustrate the process by which we adjust the boundaries between legality and criminality and determine how we should behave towards each other.

POL 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War. Note: This course is cross-listed as HLS 350, GLS 350. Students may get credit for only one.

POL 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

POL 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as HLS 363. Students may not get credit for both HLS 363 and POL 363.

POL 491 Internship in Political Science 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 491 Internship in Psychology 1-4 Credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology. Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.

Prerequisite(s): senior psychology majors or minors.

SOC 205 Families 3 Credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

Prerequisite(s): SOC 101.

SOC 207 Racial and Ethnic Relations 3 Credits

Examines the social origins of prejudice and discrimination, and analyzes intergroup trends in conflict, competition, and cooperation. Considers issues of immigration, economic and political power, and ethnic, racial, and religious pluralism.

Prerequisite(s): SOC 101.

SOC 245 Social Problems 3 Credits

American social, economic, and political institutions and their interrelationships are analyzed, with an emphasis on the causes, directions, and consequences of social change in American society.

Prerequisite(s): SOC 101.

SOC 308 Cities And Suburbs 3 Credits

Examines the growth of an urban way of life under the influence of industrialism. Study of community, political, and economic institutions in cities. Comparisons between urban and suburban areas.

Prerequisite(s): SOC 101.

SOC 312 Women in Society 3 Credits

Examines changes in women's roles and in male-female relationships. Focuses on impact of law, economy and social movements in shaping women's positions as wives and as workers. Explores theories and evidence concerning the nature and extent of sex differences. Attention to women's socialization through language, schools and media.

Prerequisite(s): SOC 101.

SOC 330 Class and Economic Inequality 3 Credits

Social, economic, and political aspects of the division of society into classes are considered. Theories of stratification and the distribution of wealth, power, and prestige in societies past and present are examined.

Prerequisite(s): SOC 101.

SOC 350 Social Policy 3 Credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

Prerequisite(s): SOC 101.

SOC 340 Power and Politics 3 Credits

Examines the nature and distribution of power in contemporary societies; analyzes the relationships between power and politics.

Prerequisite(s): SOC 101.

SOC 396 Applied Sociology 3 Credits

Shows how sociology can be applied in work settings. As participant observers in organizations related to their career objectives, students learn to apply sociological knowledge, perspectives, and skills. In class meetings and individual consultations with the instructor, students examine the applied dimensions of sociology, the uses of sociology in various occupations, the ethical issues involved in applied sociology, and the culture and structure of their work organization.

Prerequisite(s): SOC 101.

Entrepreneurial Studies

Program Overview

Rider entrepreneurial studies (ES) students develop the skills and know-how they need to become independent, innovative and informed entrepreneurs. Entrepreneurs look at the world differently, and see opportunity where others do not. The programs emphasize practical experience and holistic thinking, encourage students to develop their own business plan, and enhance analytical skills through experiential classes.

Entrepreneurs and small business are the engines for job creation and economic growth. Career opportunities for entrepreneurial students are as boundless as their creativity, imagination and work ethic. Many employers value students with an entrepreneurial attitude and their ability to think outside the box.

The ES program has two key learning objectives. First, encourage entrepreneurial thinking among students. This entails the ability to recognize, evaluate and pursue opportunities. Second, build professional skills relevant for starting and managing a new venture. These include

research, business planning, and understanding functional aspects of small business management and operations.

Curriculum Overview

Rider entrepreneurial studies students gain an education in business, plus the skills, attitude and experience needed to create new ventures or revitalize established businesses. They learn to identify and understand different types of start-up ventures, how to build and present business plans, and how to evaluate sources of financing for start-up and other types of ventures.

The program's interdisciplinary format offers the option of double majoring with another business discipline, such as management, marketing, finance, sports management, information systems, and others.

Students also can choose the entrepreneurial studies concentration (p. 49), a four-course program that is paired with a major in the College of Business Administration.

Degree Offered

- B.S.B.A. in Entrepreneurial Studies

Contact

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Program Website: Entrepreneurial Studies (<http://www.rider.edu/entrstudies>)

Center for Entrepreneurial Studies Website: Entrepreneurship (<http://www.rider.edu/entrepreneurship>)

Associated Department: Department of Management (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs

- Entrepreneuria (p. 49) | Studies (p.) | Minor (p. 49)

Entrepreneurial Studies Major Requirements

(120 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		75
Major Requirements		
ENT 100	Innovation and Entrepreneurship	3
ENT 348	Small Business Management	3
Select three of the following, of which at least one must be an ENT-prefixed course:		9
BUS 210	Intro to Law: Contracts	
CIS 325	User-Centered Design	
or CIS 340	Electronic Commerce	
ENT 210	Sports Entrepreneurship	

ENT 260	Family Business Management	
ENT 335	Small Business Tax Planning ¹	
ENT 350/FIN 350	Entrepreneurial Finance	
ENT 375	International Entrepreneurship	
ENT 420	Student Venture Experience	
ENT 444	Special Topics	
MGT 310 or MGT 363	Intro to Human Resource Mgmt Management Skills	
MKT 250 or MKT 320	Retailing Management Consumer Behavior	
ENT 448	Small Business Consulting Sem	
ENT 490	Independent Study	
One integrative experiential course:		
ENT 410	New Venture Planning	3
Free Electives		27
Total Credits		120

¹ Accounting majors double majoring in Entrepreneurial Studies may substitute ACC 410 Fund of Federal Taxation for the ENT 335 requirement.

Notes:

1. For graduation, students must achieve an overall 2.0 GPA in the major, with no course grade less than "C-".
2. Students are also encouraged to take ENT 491 Internship, ENT 399 Entrepreneurship Co-Op, and ENT 100 Innovation and Entrepreneurship as free electives.

Entrepreneurial Studies Concentration

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

Concentration Requirements

(12 credits)

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

Code	Title	Credits
Required Courses		
ENT 348	Small Business Management	3
ENT 410	New Venture Planning	3
Select two of the following, one of which must be an ENT-prefixed course:		6
BUS 210	Intro to Law: Contracts	
CIS 260 or CIS 340	Business Graphics Electronic Commerce	
ENT 210	Sports Entrepreneurship	
ENT 260	Family Business Management	
ENT 335	Small Business Tax Planning ¹	
ENT 350/FIN 350	Entrepreneurial Finance	

ENT 375	International Entrepreneurship	
ENT 420	Student Venture Experience	
ENT 444	Special Topics	
ENT 448	Small Business Consulting Sem	
ENT 490	Independent Study	
MGT 310 or MGT 363	Intro to Human Resource Mgmt Management Skills	
MKT 250	Retailing Management	
Total Credits		12

¹ Accounting majors can substitute ACC 410 Fund of Federal Taxation for ENT 335.

BUS 210 Intro to Law: Contracts 3 Credits

An introduction to the origin of current law, with emphasis on the development of business law, students are exposed to legal terminology and acquainted with the system of application of rules of law to actual situations. The laws of contracts, particularly common-law developments, are considered in great detail.

CIS 325 User-Centered Design 3 Credits

This course introduces students to the design and evaluation of interactive and internet-based devices and systems, including methods to understand user needs and requirements, design and prototype alternative systems, and evaluate system usability. Topics include interaction design, human factors, requirement gathering techniques, protocol analysis, usability testing, and heuristics evaluation.

Prerequisite(s): Junior standing.

CIS 340 Electronic Commerce 3 Credits

Students will learn about the most current e-commerce technologies and business models through readings, case studies, and hands-on projects. Students will gain experience using business data analytics tools to understand and evaluate the value of data that is generated and collected from various e-commerce platforms on the Internet.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

ENT 260 Family Business Management 3 Credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, succession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member.

Prerequisite(s): MGT 201 and junior standing.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

ENT 335 Small Business Tax Planning 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 300.

ENT 375 International Entrepreneurship 3 Credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice.

Prerequisite(s): MGT 201 and junior standing.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

ENT 420 Student Venture Experience 3 Credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT 410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider.

Prerequisite(s): ENT 348, ENT 410, and permission of instructor.

ENT 444 Special Topics 3 Credits**ENT 448 Small Business Consulting Sem 3 Credits**

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors.

Prerequisite(s): ENT 348 and permission of instructor.

ENT 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and program chairperson. Available to juniors and seniors.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MKT 250 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 320 Consumer Behavior 3 Credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior.

Prerequisite(s): MKT 200; Required for advertising majors.

Entrepreneurship Minor

Program Overview

Adult students wishing to take a minor in entrepreneurship will develop the skills and know-how they need to become independent, innovative and informed entrepreneurs. The minor emphasizes practical experience and holistic thinking, encourages students to develop their own business concepts, and enhances analytical skills through experiential classes.

For students in the fields of the arts, sciences, business, or education who may want to start or have a significant role in a business, based on their skills and talents, the minor in entrepreneurship can help you reach your dream.

Entrepreneurs and small businesses are the engines for job creation and economic growth. Career opportunities for entrepreneurship students are as boundless as their creativity, imagination and work ethic. Many employers value students with an entrepreneurial attitude and their ability to think outside the box.

The entrepreneurship minor has two key learning objectives. First, to encourage entrepreneurial thinking among students. This entails the ability to recognize, evaluate and pursue opportunities. Second, to build professional skills relevant for starting and managing a venture. These include research, business planning, and understanding functional aspects of small business management and operation.

Entrepreneurship students gain an education in business, plus the skills, attitude and experience needed to create new ventures or revitalize established/family businesses. They learn to identify and understand different types of start-up ventures, how to build and present business concepts, and how to evaluate sources of financing for start-up and other types of ventures.

Minor Offered

- Minor in Entrepreneurship

Contacts

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Program Website: Entrepreneurial Studies (<http://www.rider.edu/entrstudies>)

Center for Entrepreneurial Studies Website: Entrepreneurship (<http://www.rider.edu/entrepreneurship>)

Requirements for the Entrepreneurship Minor

(18 credits)

Entrepreneurship Minor Requirements

Available to both business and non-business majors

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting ¹	3
ENT 100	Innovation and Entrepreneurship	3
ENT 348	Small Business Management	3
MGT 201	Fund Management & Org Behavior ¹	3
Select two of the following:		6
ENT 210	Sports Entrepreneurship	
ENT 260	Family Business Management	
ENT 335	Small Business Tax Planning ²	
ENT 375	International Entrepreneurship	
ENT 410	New Venture Planning	
ENT 420	Student Venture Experience	
ENT 444	Special Topics	
ENT 448	Small Business Consulting Sem	
ENT 490	Independent Study	
Total Credits		18

¹ For business students, this course is already part of the CBA core curriculum.

² Accounting majors may substitute ACC 410 for this course.

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ENT 100 Innovation and Entrepreneurship 3 Credits

This course provides students with an introduction to creativity, innovation, and the concept of an entrepreneurial mindset. Students explore the excitement and challenges faced by individuals and businesses as they create, develop, and evaluate innovative business opportunities. We also discuss the probable paths of career development for students pursuing entrepreneurship. In this course, students evaluate their own views of innovation and entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

ENT 260 Family Business Management 3 Credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, succession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member.

Prerequisite(s): MGT 201 and junior standing.

ENT 335 Small Business Tax Planning 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

ENT 420 Student Venture Experience 3 Credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT 410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider.

Prerequisite(s): ENT 348, ENT 410, and permission of instructor.

ENT 448 Small Business Consulting Sem 3 Credits

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors.

Prerequisite(s): ENT 348 and permission of instructor.

ENT 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and program chairperson. Available to juniors and seniors.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

Finance

Program Overview

Rider's finance program was designed to meet the various career goals of different students. Many fields require an understanding of both the process of making financial decisions and how those decisions will affect others. Rider's finance major combines a solid analytical foundation with broad coverage on how the financial system operates. Programs of study are structured to benefit students who will enter both finance and non-finance careers.

Rider finance majors have found careers regionally and around the world in business, industry, government service and the non-profit sector. Career paths of our finance graduates include portfolio manager, financial analyst, banker, insurance underwriter, financial planner, corporate financial manager, credit analyst, financial consultant and more.

Curriculum Overview

Our diversified program allows students to acquire finance and general business knowledge needed to compete in today's job market.

For example, Rider offers a Certificate in Investment Analysis Program (p. 77) that prepares students for a variety of careers in investments and corporate finance. The program also provides courses for students who plan to take the Chartered Financial Analysis (CFA) Level 1 Exam.

We also offer concentrations in Financial Management and Financial Services Marketing (p. 145). The Concentration in Financial Management (p. 145) provides preparation for students who wish to take the Certified Management Accounting (CMA) examinations. This certification can be very worthwhile for those who intend to enter careers in Corporate Finance/Accounting. The Concentration in Financial Services Marketing (p. 145) is designed for students interested in the many careers requiring knowledge of finance as well as strong marketing skills.

Non-business majors might find our Minor in Finance (p. 145) to be a worthwhile addition to their program. They can receive their non-

business degree and at the same time acquire considerable business knowledge and skills from our Finance minor (p. 51).

In short our flexible program allows students to customize their major to fit their individual career interests. They can choose from a variety of concentrations and electives. Courses offerings range from investment analysis and portfolio management to financial modeling and personal financial planning.

Degrees Offered

- B.S.B.A. in Finance

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Program Website: Finance (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/finance>)

Associated Department/College: College of Business Administration (<http://www.rider.edu/academics/colleges-schools/college-business-administration>)

Related Programs

- Accounting (p. 113)
- Economics (p. 41)
- Entrepreneurial Studies (p. 140)

Finance Major Requirements

(18 credits)

Code	Title	Credits
Business Core		
See Business Core Requirements (p. 106)		
Major Requirements		
FIN 307	Financial Markets & Institut	3
FIN 309	Intermediate Corporate Finance	3
FIN 312	Investments	3
Three upper level FIN electives (300-400 level), excluding FIN 491 Finance Internship and FIN 399 Finance Co-op.		9
Total Credits		18

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

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

Special Double Major Opportunities

The finance department believes that recognition and credit should be given to the significant amount of finance-related material that is included in the programs for accounting majors. As a result, students who are finance and accounting double majors can reduce the number of

required finance courses from six to five. Details are available from the CBA Dean's office or from the chairperson of the finance department.

Finance Minor Requirements

Available to all non-business majors.

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
FIN 220	Introduction to Finance	3
Select three of the following:		9
FIN 305	Personal Financial Planning	
FIN 307	Financial Markets & Institut	
FIN 308	International Finance	
FIN 309	Intermediate Corporate Finance	
FIN 312	Investments	
FIN 315	Financial Modeling	
FIN 330	Corporate Cash Management	
FIN 350	Entrepreneurial Finance	
FIN 360	Derivatives	
FIN 370	Financial Analysis and Ethics	
FIN 412	Investment Analysis	
Total Credits		18

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

Finance Concentrations

Financial Management Concentration (p.)

Financial Services Marketing Concentration for Finance or Marketing majors (p.)

Financial Management Concentration

(12 credits)

The concentration in Financial Management provides preparation for students who wish to take the Certified Management Accounting (CMA) examinations. The CMA certification can be very worthwhile for those who intend to enter careers in Corporate Finance/Accounting.

To enroll in the concentration, a student must have completed the following prerequisites with a minimum grade of "C".

Code	Title	Credits
Prerequisites		
ACC 210	Introduction to Accounting	3
ACC 220	Managerial Uses of Accounting	3
FIN 220	Introduction to Finance	3
Required Courses		
ACC 320	Accounting Info Systems	3
FIN 309	Intermediate Corporate Finance	3
FIN 370	Financial Analysis and Ethics ¹	3
Elective Course		3

Select one of the following:		
ACC 321	Internal Auditing	
FIN 315	Financial Modeling	
FIN 330	Corporate Cash Management	
Total Credits		21

¹ The FIN 370 course requirement can be satisfied by completion of both ACC 310 and ACC 311.

Financial Services Marketing

(12 credits)

The Financial Services Marketing concentration is designed for students interested in the many careers requiring knowledge of finance as well as strong marketing skills.

The concentration is open to Finance and Marketing majors in the College of Continuing Studies. Students majoring in Finance are required to complete 12 credit hours in marketing coursework; students majoring in Marketing are required to complete 12 credit hours in finance coursework.

Non-business majors may find a minor in Finance to be a worthwhile addition to their program of study. Students can receive a non-business degree and at the same time acquire considerable business knowledge and skills from the Finance minor.

Finance Majors

Code	Title	Credits
Required Courses		
MKT 340	Personal Selling	3
MKT 440	Sales Management	3
Elective Courses		6
Select two of the following:		
MKT 260	Service Marketing	
MKT 310	Business to Business Marketing	
MKT 320	Consumer Behavior	
MKT 366	Marketing Research	
MKT 490	Independent Research and Study	
MKT 491/FIN 491	Internship-Based Indep Study	
Total Credits		12

Marketing Majors

Code	Title	Credits
Required Courses		
FIN 305	Personal Financial Planning	3
FIN 307	Financial Markets & Institut	3
FIN 312	Investments	3
Elective Courses		3
Select one of the following:		
FIN 315	Financial Modeling	
FIN 360	Derivatives	
FIN 412	Investment Analysis	
Total Credits		12

Note:

In order to complete the concentration, students must achieve a minimum grade of "C" in each of the courses within the concentration.

FIN 200 Managing Your Money 3 Credits

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning, home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 305 Personal Financial Planning 3 Credits

This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs.

Prerequisite(s): FIN 220.

FIN 307 Financial Markets & Institut 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 315 Financial Modeling 3 Credits

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases.

Prerequisite(s): CIS 185 and FIN 220.

FIN 330 Corporate Cash Management 3 Credits

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multinational cash management, and other related topics.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POI.

FIN 380 Real Estate 3 Credits

Real estate finance and related subjects in real estate are examined. Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques.

Prerequisite(s): FIN 220.

FIN 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): FIN 220.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

FIN 469 Special Topics in Finance 3 Credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

FIN 490 Independent Study: Research and Creative Expression 3 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

FIN 491 Finance Internship 1-3 Credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

Fraud and Business Forensics Certificate/Concentration

Program Overview

A certificate or concentration in Fraud and Business Forensics consists of four courses that can be completed as part of the undergraduate Accounting or Information Systems program. They both prepare students for a career in the field of fraud investigation and forensics by providing

skills and tools to both prevent fraud from occurring and discovering fraud after it has occurred.

Admission

Current undergraduate College of Continuing Studies students majoring in Accounting or Information Systems may choose to complete a certificate or concentration in Fraud and Business Forensics. The certificate credit requirements are the same as for the concentration. Students who want to declare this certificate or concentration should see their advisor in the College of Continuing Studies one semester prior to beginning coursework.

The program welcomes students who graduated from Rider or who are not presently enrolled and possess a bachelor's degree. A minimum GPA of 2.5 is required. Students who have completed a degree from Rider may complete a Re-enroll/Certificate Program application form through the College of Continuing Studies. Students who have not previously attended Rider may complete a College of Continuing Studies application form. Students who have completed a business degree other than Accounting or Information Systems or non-business degree must consult with a College of Continuing Studies advisor prior to enrolling.

Degree Offered:

- Certificate in Fraud and Business Forensics
- Concentration in Fraud and Business Forensics

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Program Website: Fraud and Business Forensics (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs/accounting-0>)

Fraud and Business Forensics Certificate or Concentration Requirements

Both programs follow the same course of study.

(12 credits)

Code	Title	Credits
Required Courses		
ACC 321	Internal Auditing	3
ACC 325	Fraud Examination and Business Forensics	3
ACC 450	Business Forensic Application	3
Select one of the following Tracks:		3
Accounting Track		
ACC 320	Accounting Info Systems	
	or ACC 400 Principles of Auditing	
Information Systems Track		
CIS 370	Systems Analysis and Design Project	
Total Credits		12

Note: Students must achieve a minimum 2.5 GPA in the coursework required for the certificate, with no grade lower than a "C" in any course in the program.

Courses and Descriptions

ACC 320 Accounting Info Systems 3 Credits

This course provides an introduction to accounting information systems and enterprise-wide, process-focused information systems. Topics include quality of data for decision usefulness, internal control concepts and documentation tools, and database theory and applications.

Prerequisite(s): ACC 310.

ACC 321 Internal Auditing 3 Credits

This course provides an introduction to the internal audit profession, including understanding the nature and activities associated with the internal audit process. Topics include: international auditing standards, risk assessment including internal control system evaluation, business processes, and the relationship of management and employee fraud to the internal audit process.

Prerequisite(s): ACC 220.

ACC 325 Fraud Examination and Business Forensics 3 Credits

This course is designed to introduce students to the prevalence of fraud and fraudulent financial reporting in all forms of business, including the many methods used by employees and managers to perpetrate fraud. Topics will include: the motivation of individuals to commit fraud, various types of fraud schemes perpetrated in the workplace, as well as the various tools and techniques that are used to investigate, detect and prevent fraud.

Prerequisite(s): ACC 210.

ACC 400 Principles of Auditing 3 Credits

This course provides an introduction to financial statement audits performed by certified public accountants. Topics include corporate governance, the audit environment, professional standards, audit methodology, and audit report preparation. The course also provides an overview of other types of assurance and non-assurance services provided by CPA firms.

Prerequisite(s): ACC 302 and ACC 311.

ACC 450 Business Forensic Application 3 Credits

This course is designed so that students to integrate various business disciplines to perform complex investigative cases and analyses, thus demonstrating mastery of the knowledge and skills required to be effective forensic professionals. The course covers how to manage and present digital and technical evidence gathered for forensic litigation cases, including the ability to be an expert witness in court.

Prerequisite(s): ACC 325 and ACC 321.

CIS 370 Systems Analysis and Design Project 3 Credits

Topics include modeling techniques and methodologies to address the planning, analysis, design, and implementation of high quality systems, delivered on time and within budget. Using rapid application development tools, students will also construct an operational system within the span of a single semester. Issues and tools related to the management of project teams are also discussed.

Prerequisite(s): CIS 330.

General Business Online

Program Overview

Rider's affordable **online degree program leading to the B.S. in Business Administration** offers working professionals the convenience and flexibility of completing their college degree online. This program is designed for motivated adult learners who have completed at least half of their studies toward a baccalaureate business degree (60 or more credits) or earned an associate's degree in business within the last 10 years.

Curriculum Overview

The General Business major requires completion of 18 credit hours of upper-level business courses across a variety of disciplines, including: economics, finance, management and marketing and more. For graduation students must achieve an overall GPA of 2.0 in the major.

Business Administration majors may not count more than six credit hours toward a second major, with the exception of International Business.

Degrees Offered

- B.S.B.A in General Business

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Program Website: (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/bsba-online-degree-completion>) B.S.B.A. Online Completion Program (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/bsba-online-degree-completion>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

General Business Online Major Requirements

(120 credits)

Code	Title	Credits
Business Core		24
ACC 210	Introduction to Accounting	
ACC 220	Managerial Uses of Accounting	
MGT 201	Fund Management & Org Behavior	
MKT 200	Marketing Principles	
FIN 220	Introduction to Finance	
BUS 300	The Legal and Ethical Environment of Business	
BUS 400	Strategic Mgmt and Policy	
CIS 385	Management Information Systems	
Non-Business Core		45
CIS 185	Information Systems Essentials	
CMP 120	Expository Writing	
CMP 125	Research Writing	
COM 290	Professional/Strategic Speech	

ECO 200	Principles of Macroeconomics	
ECO 201	Principles of Microeconomics	
MSD 105	Quantitative Methods for Business	
MSD 200	Statistical Methods I	
MSD 201	Statistical Methods II	
Select two humanities courses ²		
Select two science courses ¹		
Select two social science courses ³		
Major Requirements		18
One upper-level economics elective		
One upper-level management or human resources elective		
One marketing elective		
Select three upper-level business electives that may include:		
BUS 491	Business Admin Internship	
or BUS 490	Independent Research and Study	
Business Electives⁴		6
Liberal Arts Electives⁵		12
Free Electives		15
Total Credits		120

- ¹ Sciences: BCH, BIO, BNS, CHE, ENV, GEO, ISM, MAR, PHY, SUS
- ² Humanities: ART, CHI, DAN, ENG, FRE, GER, LIT, MUS, PHL, SPA, THE
- ³ Social Sciences: AMS, COM, GSS, HIS, LAW, MCS, POL, PSY, SOC, SOW
- ⁴ One international business course selected from legal issues & business ethics, economics, finance, management, or marketing department is required. It may be used as a business major, business elective, or free elective.
- ⁵ Choose from sciences, social sciences, or humanities.

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

BUS 400 Strategic Mgmt and Policy 3 Credits

This capstone course for seniors in business administration provides a framework for problem identification, analysis, and decision making within the organization. Students are given the opportunity to integrate and apply previously acquired knowledge of accounting, decision sciences, economics, finance, marketing, management, and statistics. Case studies, critical incidents, and other appropriate techniques are utilized.

Prerequisite(s): 84 credits, CIS 185, ACC 210, ACC 220, MKT 200, MGT 201, FIN 220, MSD 340, BUS 300, CIS 385 or GSC 385.

BUS 490 Independent Research and Study 3 Credits

BUS 491 Business Admin Internship 1-4 Credits

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. GSC 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CMP 120 Expository Writing 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score greater than or equal to 550 and SAT or.

CMP 203 Literature and Composition 3 Credits

Students will write research papers and do library research through the use of literary materials. The course emphasizes increasing the comprehension of ideas and experiences by means of selected readings. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 203 is open to students who receive a grade of "A" or "B" in CMP 120; it may be used as a substitute for CMP 125.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are re explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

General Studies

Program Overview

This 60 credit program has been designed to provide both breadth and sufficient depth in the liberal arts at the associate degree (A.A.) level. Only 12 semester hours are allowed to be taken outside of Liberal Arts and Sciences.

Students whose long-range goal is a bachelor's degree should consult with an advisor in the College of Continuing Studies to determine the transferability of this program to one of the baccalaureate degrees offered by Rider.

Curriculum Overview

The flexible curriculum is designed to enable students to choose from a myriad of academic disciplines. Choosing an emphasis or concentrated area of study allows students to explore a specific discipline in depth.

Admissions Requirement

- Official transcripts from all institutions attended with a minimum 2.5 cumulative GPA

Degree Offered

- A.A. in General Studies

Contact

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Program Website: A.A. in General Studies (<http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/aa-general-studies/%20http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings>)
Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

General Studies A.A. Program Requirements

(120 credits)

Code	Title	Credits
College of Continuing Studies Core		
	See Continuing Studies Core Requirements (p. 199)	60
LIB 200	Intro to Liberal Studies ¹	3
Basic Core		
CMP 120	Expository Writing	3
CMP 125	Research Writing	3
COM 104	Speech Communication	3
Quantitative Course Elective ²		3-4
Information technology ³		3
Areas of Knowledge		
Historical Perspective (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/historical-perspective)		6
Artistic and Intellectual Perspective (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/artistic-intellectual)		6
Contemporary Perspective (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/contemporary)		6
Natural World (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/natural-world)		3-4
Emphasis		
Students select a concentrated area of study from a liberal arts department. An appropriate introductory course from a department may be included. Students are encouraged to consult a CCS advisor to select an emphasis		15
Free Electives		
Free elective hours may be taken in any department, provided the student meets the requirements imposed by the department offering the course.		6

Total Credits 120-124

¹ LIB 200 is waived for students who transfer 30 or more credits in Liberal Arts.

² The quantitative skills requirement can be met by successfully completing one course in college-level mathematics or statistics. For students who don't transfer such a course to Rider, popular offerings include MTH 102 Finite Mathematics, MSD 104 Intro to Quantitative Methods, MSD 105 Quantitative Methods for Business, MSD 200 Statistical Methods I, MSD 201 Statistical Methods II, POL 230 Methods of Political Analysis, PSY 105 Introduction to Research in Psychology, PSY 201 Statistics and Research Design, or another mathematics course approved by an advisor.

³ The information technology requirement may be fulfilled by completing CIS 185 Information Systems Essentials. Students who possess sufficient computer experience can gain credit for CIS 185 through assessment (http://www.rider.edu/sites/default/files/docs/Credit_for_CIS_185.pdf).

CMP 120 Expository Writing 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score greater than or equal to 550 and SAT or.

CMP 125 Research Writing 3 Credits

Introduces students to the process of library research and documented writing. Emphasis will be on the refinement of critical reading, thinking, and writing strategies applied to multiple sources and documented papers. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 120 or BHP 100.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

LIB 200 Intro to Liberal Studies 3 Credits

Introduces students to the various perspectives and methods of the disciplines in liberal studies: natural and social sciences, humanities, and the arts. Students learn the multifaceted questions and answers offered by each discipline. They study the historical development of the university and the rise and transformation of liberal studies disciplines.

Human Resource Management

Program Overview

Human Resource Management (HRM) professionals perform many vital business activities in organizations. As both private and public sector organizations have become more concerned about such issues as legal compliance and ensuring employee work behaviors are aligned with strategic objectives, the demand for well-trained HRM professionals has increased greatly.

Practitioners in HRM are involved in a variety of important, interesting, and challenging activities. They establish and implement policies that affect such organizational functions as recruitment, selection, training and development, performance management, compensation and benefits.

Our program has been ranked among the top 20 Human Resource Management programs in the U.S.A. and place as the #3 undergraduate Human Resource Management program in New Jersey by College Factual. The Society of Human Resource Management (SHRM) (<https://www.shrm.org>) has acknowledge that our curriculum is fully aligned with SHRM's competency model for the Human Resources profession. This connection to the profession, coupled with Rider's engaged learning program (<https://www.rider.edu/engagedlearning>), makes Rider a great place to pursue Human Resource Management.

Curriculum Overview

Courses in the program include Introduction to Human Resource Management, Introduction to Labor Relations, Employee Selection and Training, Employee Compensation Systems, Employee Engagement, Managing Workforce Diversity, Career Management, Team Management, Management Skills, and more.

Degree Offered

- B.S.B.A. in Human Resource Management

Contact

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Program Website: Human Resource Management (<https://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/human-resource-management>)

Associated Department: Department of Management (<https://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs

- Business Administration (p. 34)
- Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Health Administration (p. 60)
- Management and Leadership (p. 81)

Human Resource Management Program Requirements

(120 credits)

Code	Title	Credits
Core Requirements		75
See Business Core Requirements (p. 106)		
Major Requirements		
MGT 310	Intro to Human Resource Mgmt	3
HRM 315	Employee Selection & Training	3
HRM 316	Employee Compensation Systems	3
MGT 375	International Management	3
Select three of the following (at least one must be an HRM course):		9
HRM 312	Intro to Labor Relations	
HRM 333	Employee Engagement	
HRM 441	Sel. Topics: Human Res Mgt	
HRM 490	Independent Research and Study	
MGT 320	Managing Workforce Diversity	
MGT 346	Negotiation	
MGT 355	Team Management ¹	
MGT 363	Management Skills ¹	

Free Electives	24
Total Credits	120

- ¹ Human Resource Management majors have the option of completing MGT 355 Team Management or MGT 363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count MGT 355 or MGT 363 toward both the major requirement and the Leadership Elective, the student must complete 3 credits of free elective for graduation.

Note:

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

HRM 312 Intro to Labor Relations 3 Credits

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 313 Legal Aspects of Human Res Mgt 3 Credits

This course deals with the various laws that affect human resource management, including social insurance, legislation, minimum wage laws, OSHA, ERISA, as well as equal employment opportunity legislation. This course is concerned not only with the provisions of these laws, but also with their constitutionality, their effects, and how they are administered.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

HRM 441 Sel. Topics: Human Res Mgt 3 Credits

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or HRM major elective.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 491 Internship 1-4 Credits

Provides the student with the opportunity to supplement and apply human resource management coursework in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing work experiences. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): Junior or Senior; Major in human resource management and MGT 310; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

HRM 492 Internship in Human Res Mgt 3 Credits

Provides the student with the opportunity to supplement and apply their human resource management classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. 2.75 GPA overall and 3.0 GPA in the major is required.

Prerequisite(s): major in human resource management or management and leadership, and MGT 310; senior status; and permission of instructor.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 329L Research Methods: Org Psy Lab 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 336 Career Management 3 Credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course. The meaning of work and the development of careers are discussed, and students undertake self-assessment for the purpose of career planning. Careers are examined in the context of important changes occurring today in the world of work. The impact of the executive, organizational counselors and trainers, and the educational system upon the development of human potential is examined, along with the techniques for human resource planning and development.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 346 Negotiation 3 Credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing.

Prerequisite(s): MGT 201 or permission of the instructor.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning—an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MGT 410 Ethical Management 3 Credits

Managers today face a broad range of ethically challenging situations. This course will help students to confront and analyze ethical dilemmas effectively in the workplace. Cases, simulations, hands-on content will engage students with the material, and will generate robust class discussion.

Prerequisite(s): Completion of MGT 201 and Leadership Requirement course.

MGT 421 Sel Topics:Mgt & Organztn Behv 3 Credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 450 Advanced Leadership 3 Credits

Leadership is the ability to influence a group of people towards a goal. In this course, students will increase their own leadership capacities so that they can become effective leaders of organizations and teams. They will integrate what they have learned from their experience and other coursework with diverse reading and writing assignments and team projects as they explore complex leadership issues related to vision, communication, motivation, ethics, team dynamics, power, and change management.

Prerequisite(s): MGT 201; Leadership elective (LDP 200, LDP 220, LDP 398, MGT 355, MGT 363).

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 491 Intern Management/Org Behavior 3 Credits

Provides the student with the opportunity to supplement and apply their management and leadership classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): major in management and leadership or human resource management and MGT 363, or senior status; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

Information Systems

Program Overview

Students with a major in information systems develop a solid understanding of the use, design, development, and management of information systems and information technology. Rider's information systems courses are designed to give students the opportunity to develop and manage a variety of projects that can be applied to real business settings immediately.

Increasingly, organizations that seek individuals with an information systems specialization expect excellent organizational, along with communication and interpersonal skills and excellent analytical skills. All information systems students are encouraged to participate in a full semester co-op or summer internship experiences during their junior year.

Curriculum Overview

The required freshman-level information systems core course trains student to apply practical knowledge in their use of computer-based productivity tools. Core courses also allow students to demonstrate an understanding of enterprise integration applications such as SAP R/3, and also explains the value of electronically integrating the major functional areas of an organization in order to facilitate more effective management decision-making.

Students demonstrate an understanding of the enabling information technologies (IT) that organizations worldwide use to develop and sustain a strategic and competitive position in the marketplace. Students

also demonstrate knowledge about the benefits and drawbacks of adopting and using these information technologies.

Students with a major or a minor in information systems will be able to demonstrate their understanding of information technology by applying their technical knowledge and skills to provide a practical solution to a business problem, business need or business opportunity.

Degree Offered

- B.S.B.A. in Information Systems

Contact

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Program Website: Information Systems (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/information-systems>)

Associated Department: Department of Information Systems and Supply Chain Management (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/information-systems>)

Related Programs:

- Business Administration (p. 34)
- Global Supply Chain Management (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management>)
- Management and Leadership (p. 81)

Information Systems Program Requirements

(21 credits)

Code	Title	Credits
Required Core Courses:		
CIS 200	Web Application Development I	3
CIS 270	Networking and Telecommunications	3
CIS 330	Database Management	3
Electives		
Select four of the following:		12
CIS 220	Web Application Development II	
CIS 255	Into to Game Design & Development	
CIS 260	Business Graphics	
CIS 300	Object-Oriented Programming	
CIS 309	Data Structures & Cmpttr Archit	
CIS 315	Integrated Business with SAP	
CIS 319	Computer Forensics	
CIS 320	Cloud Computing Administration	
CIS 325	User-Centered Design	
CIS 340	Electronic Commerce	
CIS 350	Practical Business Analytics with Excel	

CIS 360	Data Mining	
CIS 370	Systems Analysis and Design Project	
CIS 375	Adv. Sem in Global Outsourcing	
CIS 390	Project Management	
CIS 399	The Co-Operative Experience ¹	
CIS 410	Selected Topics: Game Design and Dev.	
CIS 420	Enterprise Security	
CIS 430	Enterprise Systems Configuratr	
CIS 491	Computer Information Systems Internship	
Total Credits		21

¹ The total credits that count towards the major from the internship and co-op experience cannot exceed 3.

Note:

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

Information Systems Minor Requirements

(15 credit program is available to all Rider University students)

Code	Title	Credits
Gateway Course		3
CIS 185	Information Systems Essentials	
Required Courses		6
Select two of the following three courses:		
CIS 200	Web Application Development I	
CIS 270	Networking and Telecommunications	
CIS 330	Database Management	
Electives		6
Select any two CIS courses from the following to fulfill the remaining requirements:		
CIS 220	Web Application Development II	
CIS 255	Into to Game Design & Development	
CIS 260	Business Graphics	
CIS 300	Object-Oriented Programming	
CIS 309	Data Structures & Cmpttr Archit	
CIS 315	Integrated Business with SAP	
CIS 319	Computer Forensics	
CIS 320	Cloud Computing Administration	
CIS 325	User-Centered Design	
CIS 340	Electronic Commerce	
CIS 350	Practical Business Analytics with Excel	
CIS 360	Data Mining	
CIS 370	Systems Analysis and Design Project	
CIS 375	Adv. Sem in Global Outsourcing	
CIS 390	Project Management	
CIS 399	The Co-Operative Experience	
CIS 410	Selected Topics: Game Design and Dev.	
CIS 420	Enterprise Security	
CIS 430	Enterprise Systems Configuratr ¹	
CIS 491	Computer Information Systems Internship	
Total Credits		15

¹ Permission of instructor required

Notes:

1. The maximum number of credits students may use to count towards another minor (e.g., Business Analytics minor), is six (i.e., two courses including CIS 185).
2. The minor is not available to Information Systems majors.

Courses and Descriptions

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CIS 200 Web Application Development I 3 Credits

In the early 1990s, Tim Berners-Lee created a set of technologies to allow information sharing at the CERN particle accelerator in Europe. These technologies dramatically changed the face of computing and became what we know today as the Web. Understanding how to develop and manage applications for the Web is a requirement for the information system professional. Because of the ease of development, deployment, maintenance and general scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using HTML and CCS, how to control user interaction with those pages using the JavaScript programming language. The programming basics of variable declaration and usage, program flow of control, function declaration and calling, and object usage and declaration will also be shown. The use of the JQuery Javascript library to ease the development of Web pages will also be shown.

CIS 220 Web Application Development II 3 Credits

In the early 1990s, a set of network technologies was combined to create a platform for application development. These technologies are now referred to as the Web. Because of the ease of development, deployment, maintenance, and scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. Understanding how to develop and manage applications for the Web is vital for information systems professionals. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), and managing user interaction in those pages using the JavaScript programming language. The process of creating dynamic web pages using the PHP programming language on the Web server will also be taught.

Prerequisite(s): CIS 200.

CIS 255 Into to Game Design & Development 3 Credits

The basic concepts, logic, techniques, tools, and vocabulary associated with interactive, digital game and simulation development will be explored through a combination of lectures, discussions, and hands-on learning. Knowledge and skills derived can be applied to a wide variety of business and other organizational settings globally for interactive simulations, games, and education.

CIS 260 Business Graphics 3 Credits

Basic color theory, typography, and page/slide layout are presented. Students utilize presentation, word processing and photo editing applications to create and edit various documents through hands-on labs and projects.

Prerequisite(s): CIS 185 or permission of instructor.

CIS 270 Networking and Telecommunications 3 Credits

This course provides an introduction to business data communications and networking. The Internet and OSI models are discussed. Network technologies include local area networks, backbone, wide area networks, and the Internet. Introduction to network design, security, and network management are also provided.

Prerequisite(s): CIS 185.

CIS 300 Object-Oriented Programming 3 Credits

Students will learn the basic concepts of object-oriented programming as contrasted with traditionally structured programming and will develop applications using the Java programming language.

Prerequisite(s): CIS 200.

CIS 309 Data Structures & Cmptr Archit 3 Credits

An introduction to linked lists, stacks, queues, trees, pointers, and sorting and searching algorithms. Students will learn the technical details of data storage and manipulation along with the concepts of program execution, and will use tools such as hex-editors and debuggers.

Prerequisite(s): CIS 185 or permission of instructor.

CIS 315 Integrated Business with SAP 3 Credits

This course provides an introduction to enterprise resource planning (ERP) systems and addresses how integrated information systems improve business operations. Students will learn about functional business areas and business processes, and understand the problems inherent in un-integrated enterprise information systems. Using SAP software and case studies, students will learn how ERP systems are being used to facilitate integrated, real-time management decision making.

Prerequisite(s): CIS 185 and ACC 210.

CIS 319 Computer Forensics 3 Credits

Students will use computers to obtain and analyze evidence found on storage devices such as those confiscated under warrant, and learn how to trace digital activities. Criminal and investigative procedures will be explored in depth.

Prerequisite(s): CIS 185.

CIS 320 Cloud Computing Administration 3 Credits

Students will learn the process of creating or provisioning a cloud computing environment. Content will include the provisioning of operating system resources in a cloud environment, operating system installation, configuration and maintenance. Virtualization, the process of creating multiple operating system environments on a single piece of hardware will be covered in some detail. Troubleshooting problems in the virtualization environment and in the operating system environment will also be covered. Hands-on labs will be used throughout. Both Windows and Linux operating systems will be used.

Prerequisites: CIS 185.

CIS 325 User-Centered Design 3 Credits

This course introduces students to the design and evaluation of interactive and internet-based devices and systems, including methods to understand user needs and requirements, design and prototype alternative systems, and evaluate system usability. Topics include interaction design, human factors, requirement gathering techniques, protocol analysis, usability testing, and heuristics evaluation.

Prerequisite(s): Junior standing.

CIS 330 Database Management 3 Credits

This course involves the study of computer databases. Major topics include relational databases, use of the structured query language (SQL) to query relational databases, and design and maintenance of relational databases.

Prerequisite(s): CIS 185.

CIS 340 Electronic Commerce 3 Credits

Students will learn about the most current e-commerce technologies and business models through readings, case studies, and hands-on projects. Students will gain experience using business data analytics tools to understand and evaluate the value of data that is generated and collected from various e-commerce platforms on the Internet.

CIS 350 Practical Business Analytics with Excel 3 Credits

CIS 350 – Practical Business Analytics with Excel is a required course for the proposed Business Analytics minor. This course will provide the student with an opportunity to gain proficiency in analyzing and visualizing data using Excel. The learning experience includes not only classic tools, such as pivot tables and VLOOKUP, but also more advanced Excel data tools such as building Excel data models, creating data mash ups, and using the Power Pivot add-in. The course also requires students to complete a data analysis project along with a presentation about the business insights drawn from the data analysis results. The project requires students to understand the business problem, identify and apply the appropriate analytic and visualization tools, and communicate the insight in an intuitive and effective manner.

Prerequisite(s): CIS 185, MSD 200 & MSD 201.

CIS 360 Data Mining 3 Credits

This course deals with modern technologies for data analysis. Hands-on exercises for data retrieval, data visualization and predictive analytics will be carried out using up-to-date methodologies and software tools. The full data mining life cycle will be covered from recognizing business problems and opportunities amenable to data mining analysis through deploying and monitoring solutions.

Prerequisite(s): CIS 185.

CIS 370 Systems Analysis and Design Project 3 Credits

Topics include modeling techniques and methodologies to address the planning, analysis, design, and implementation of high quality systems, delivered on time and within budget. Using rapid application development tools, students will also construct an operational system within the span of a single semester. Issues and tools related to the management of project teams are also discussed.

Prerequisite(s): CIS 330.

CIS 375 Adv. Sem in Global Outsourcing 3 Credits

The course is aimed at generating a comprehensive understanding of the emergent domain of global business process outsourcing. Various referred to as knowledge process outsourcing, IT-enabled services outsourcing, and business services outsourcing, the industry has seen enormous growth over the last decade and continues to grow. India commands the single largest share of this market but South Africa, Eastern Europe, Philippines, Morocco and Egypt have all emerged as other contenders in this global sector. The course is divided into four modules: the political economy of global outsourcing, process modeling, outsourcing management, and industry analysis. Please note: Students will not receive credit for both CIS 375 and GSC 375.

Prerequisite(s): junior standing.

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. GSC 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

CIS 390 Project Management 3 Credits

This course introduces students to general project management, the process of organizing resources to achieve business goals. Topics include the identification, approval, analysis, and general management of complex business projects. Project management tools, reports, techniques, and approaches will be covered.

Prerequisite(s): CIS 185.

CIS 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their computer information systems and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include junior computer information systems majors with a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any computer information systems coursework completed prior to submission of the co-op application. Three of the co-op credits can be applied toward the computer information systems major, and three credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): Completion of two of the three courses: CIS 200, CIS 270, and CIS330.

CIS 410 Selected Topics in Information Systems 3 Credits

Information and communication technologies are evolving rapidly and continually. The Special Topics course facilitates the exploration of a selected topic (or combination of topics) that represents a recent technological advance with important and direct implications in the field of computer information systems. Current research, readings, lectures, discussions and/or hands-on computer experience or other appropriate measures will be employed to stimulate student learning.

Prerequisite(s): to be determined by instructor.

CIS 420 Enterprise Security 3 Credits

This course introduces students to computer security. Coverage includes hardware, software, and network security issues. Through hands-on labs students will learn how computer systems can be comprised and how computer professionals can prevent and provide counterattacks for security intrusions.

Prerequisite(s): CIS 270 or permission of instructor.

CIS 430 Enterprise Integration 3 Credits

The major focus of this course includes the forces driving enterprise integration as well as the management decisions associated with the design and implementation of enterprise systems. Students will use SAP ERP extensively to configure, build, test, and implement an enterprise system for a real business environment from the ground up.

Prerequisite(s): CIS 315.

CIS 490 Independent Study: Research and Creative Expression 1-4 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

Prerequisite(s): permission of instructor.

CIS 491 Computer Information Systems Internship 3 Credits

This is an honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of information technology experiences. They are required to complete a term paper and/or to make an oral presentation to the faculty. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

Liberal Studies

Program Overview

This degree program enables students, through a variety of learning experiences, to consider life in the contemporary world. The curriculum provides for development of writing, speaking, quantitative, and critical thinking skills and exposes students to bodies of knowledge shared by educated persons. Offered for adult students enrolled in CCS, the program provides an opportunity for students to share common learning experiences and to develop personal plans of study for career advancement, personal growth and graduate study.

Curriculum Overview

The Liberal Studies major provides students with a flexible curriculum whose goal is to further the personal interests and professional objectives of adult students. In addition to the Concentrations offered, students may propose concentrations of individual design (which must be approved by the faculty committee on individual study and a CCS advisor).

Degrees Offered

- B.A. in Liberal Studies

Contact

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Program Website: www.rider.edu/ccs (<http://www.rider.edu/ccs>)

Related Programs

- American Studies (p. 304)
- History (p. 443)
- Political Science (p. 515)
- Sociology (p. 545)

Code	Title	Credits
Core Requirements		48
See College of Continuing Studies Core Requirements (p. 199)		
Liberal Studies Core		6
LIB 200	Intro to Liberal Studies ¹	
LIB 400	Seminar in Liberal Studies	
Liberal Studies Concentration		36
Choose from Humanities, Social Science, Applied Social Science, Applied Social Science with Business Studies Emphasis, Applied Social Science with Health Administration Emphasis, Global Studies, Law and Justice, Natural Science (p. 159)		
Free Electives		30
Total Credits		120

A candidate for graduation must complete a minimum of 120 credits. Of the required 120 credits, 36 must be in upper-level courses, as determined by the respective departments, including three credits from the liberal studies core and 18 from the concentration. A maximum of 30 credits from outside the arts and sciences may be presented for graduation.

- ¹ LIB 200 is waived for students who transfer 30 or more credits in Liberal Arts.
- ² The quantitative skills requirement can be met by successfully completing one course in college-level mathematics or statistics. For students who don't transfer such a course to Rider, popular offerings include MTH 102 Finite Mathematics, MSD 104 Intro to Quantitative Methods, MSD 105 Quantitative Methods for Business, MSD 200 Statistical Methods I, MSD 201 Statistical Methods II, POL 230 Methods of Political Analysis PSY 105 Introduction to Research in Psychology, PSY 201 Statistics and Research Design, and other math courses approved by an advisor. Quantitative skills is not a core requirement in the Organizational Psychology (B.A.) (p. 171) and Psychology - Online (B.A.) (p. 174) degree programs.
- ³ The information technology requirement may be fulfilled by completing CIS 185 Information Systems Essentials. Students who possess sufficient computer experience can gain credit for CIS 185CIS 185 Information Systems Essentials through assessment (http://www.rider.edu/sites/default/files/docs/Credit_for_CIS_185.pdf).

LIB 200 Intro to Liberal Studies 3 Credits

Introduces students to the various perspectives and methods of the disciplines in liberal studies: natural and social sciences, humanities, and the arts. Students learn the multifaceted questions and answers offered by each discipline. They study the historical development of the university and the rise and transformation of liberal studies disciplines.

LIB 400 Seminar in Liberal Studies 3 Credits

A critical examination of the tradition of Western humanism and the way it has been transmitted through liberal arts education. Deals with a variable set of permanent problems in humanistic debate and learning e.g., specialization, the need for unifying theories of knowledge, the purpose of history, the place of intellectual life in mass society, the meaning of freedom, the modern problem of alienation, the responsibilities of the university, etc. Emphasis on why and how such problems have been addressed rather than any presumptive solutions.

LIB 490 Independent & Supervised Study 1-4 Credits

Independent and Supervised Study is available to CCS students for special study projects. Students must have completed a minimum of 45 credits applicable to a Rider degree and a minimum of 12 credit hours at Rider with a GPA of 2.5 or better. Each project may be taken for one-four credits and a maximum of six credits may be applied to the associate degree, 12 credits to the bachelor degree.

Areas of Concentration

For the Bachelor of Science in Liberal Studies, students will choose one of the following concentration areas:

- Applied Social Science
- Applied Social Science Concentration with Business Studies Emphasis
- Applied Social Science Concentration with Health Administration Emphasis
- Global Studies (p. 161)
- Humanities (p. 159)
- Law and Justice
- Natural Science
- Natural Science Concentration with Health Administration Emphasis
- Social Science

Humanities

Code	Title	Credits
American Studies		
AMS 213	American Myth in Literature, Landscape, and Music	3
AMS 214	Special Topics in American Studies ¹	3
AMS 215	Alfred Hitchcock in America	3
AMS 225	American Folklore	3
AMS 226	The New South in Literature, Music and Film	3
AMS 227	Philosophy of Martin Luther King Jr.	3
AMS 228	Studies in American Jewish Culture	3
AMS 229	American Popular Culture	3
AMS 310	American Identity in the Arts	3
AMS 312	American Photography	3
AMS 400	Seminar in American Studies I	3
AMS 401	Seminar in American Studies II	3
Communication		
COM 361	Photography	3
English Literature and Writing		
Any ENG or LIT course		
Fine Arts		

Any ART, DAN, MUS or THE course

Foreign Languages and Literatures

Any LIT, CHI, FRE, GER, ITA, or SPA course

Gender and Sexuality Studies

GSS 300	Feminist Literary Criticism	3
GSS 312	Gender, War and Peace	3
GSS 313	Gender and Ethics	3

Global and Multinational Studies

GLS 306/POL 306	Political Film	3
GLS 308/MUS 308	World Music	3
GLS 310	Ethnographic Film	3

Law and Justice

LAW 204	Law, Literature, and Film in America	3
LAW 395	Selected Topics in Law/Justice ¹	3
LAW 405	Crime & Justice in the Media	3

Multicultural Studies

MCS 220	Issues in Multicultural Studies ¹	3
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Philosophy

Any PHL course

Political Science

POL 306/GLS 306	Political Film	3
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¹ See CCS advisor.

Social Science

Code	Title	Credits
American Studies		
AMS 210	Growing Up American	3
AMS 211	Sports in American Life	3
AMS 212	Multicultural America	3
AMS 214	Special Topics in American Studies ¹	3
AMS 250	America and the Future	3
AMS 304	Technology and Science in America	3
AMS 305	Religion in America	3
AMS 311	Radicalism in 20th-Century America	3
AMS 338	Social Impact of Rock and Roll	3
Communication		
COM 105	Communication, Culture and Media	3
COM 201	Communication Theory	3
COM 205	Theories of Persuasion	3
COM 301	Communication Law	3
COM 302	Communication Ethics	3
COM 318//GND 318	Gender and Communication	3
COM 328	Sitcoms and American Culture	3
COM 390	Communication and Society	3
COM 391	Communication Criticism	3
COM 392	Media History: Personalities and Trend	3
COM 393/GLS 393	International Communication	3
Economics		
Any ECO course		

Gender & Sexuality Studies

GSS 100	Introductn to Gender Studies	3
GSS 200	Intro to Women's Studies	3
GSS 312	Gender, War and Peace	3
GSS 318	Gender and Communication	3
GSS 350	Leadership and Community	3
GSS 400	Seminar in Transcultural Gender and Sexuality	3

Global and Multicultural Studies

GLS 180	Understanding Global Relations	3
GLS 200	Social Construction Global Soc	3
GLS 201	Politics of the Global Economy	3
GLS 325	Global Persptvs Hlth & Illness	3
GLS 393/COM 393	International Communication	3

History

Any HIS course

Law and Justice

LAW 210	Criminal Investigation	3
LAW 304	Women and Law	3
LAW 308	Conflict & Conflict Resolution	3
LAW 365	The Rights of the Accused	3
LAW 395	Selected Topics in Law/Justice ¹	3
LAW 401	Hate Crimes in the United States	3

Multicultural Studies

Any MCS course

Political Science

Any POL course

Psychology

Any PSY course except PSY 335, PSY 336

Sociology

Any SOC course

¹ See CCS advisor.**Applied Social Science****Code Title****Communication**

Any COM course

Law and Justice

LAW 150	Intro to Forensics	3
LAW 210	Criminal Investigation	3
LAW 305	Trial Advocacy	3
LAW 308	Conflict & Conflict Resolution	3
LAW 310	Cyberspace Law and Policy	3
LAW 355	Sports and the Law	3
LAW 395	Selected Topics in Law/Justice ¹	3

Political Science

POL 100	Intro to American Politics	3
POL 102	Understanding Politics	3
POL 200	NJ Government and Politics	3
POL 210	Public Opinion	3
POL 230	Methods of Political Analysis	3
POL 260	Politics of Law and Order	3

POL 247	Political Campaigning	3
POL 325	Public Administration	3
POL 326	Power in American Politics	3
POL 327	Contemp Issues Amer Pub Policy	3
POL 335	Urban Politics	3

Psychology

Any PSY course except PSY 335 or PSY 336

Sociology

Any SOC course

Social Work

Any SOW course

¹ See CCS advisor.**Applied Social Science Concentration with Business Studies Emphasis**18 credits within the Applied Social Science concentration or elsewhere in the program, unless otherwise noted.

Code	Title	Credits
Required Courses		
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3
ACC 210	Introduction to Accounting	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
FIN 220	Introduction to Finance	3
Total Credits		18

Additional business electives may be taken in the following disciplines: Accounting, Business Policy and Environment, Information Systems, Economics, Finance, Health Administration, Human Resource Management, Management and Leadership, or Marketing. Credits outside the Liberal Arts and Sciences may not exceed 30.

Applied Social Science Concentration with Health Administration EmphasisCredits 18 credits within the Applied Social Science concentration or elsewhere in the program, unless otherwise noted.

Code	Title	Credits
Required Course		3
HTH 205	Introduction to Health Care	
Category I		6
Choose two of the following:		
BIO 206	The Pharmaceutical Industry ¹	
HTH 315/BUS 315	Healthcare Law,ethics & Polcy	
HTH 336/ECO 336	Economics of Health Care Sys	
MKT 380	Healthcare Marketing ¹	
Category II		9
Choose three of the following:		
BIO 206	The Pharmaceutical Industry ¹	
CBA 316	Nature's Business	

ECO 335	Economics of the Public Sector	
GLS 325	Global Persptvs Hlth & Illness	
HTH 215	Population Healthcare Management	
HTH 315/BUS 315	Healthcare Law,ethics & Policy ¹	
HTH 336/ECO 336	Economics of Health Care Sys ¹	
HTH 491	Health Administration Intern	
MGT 310	Intro to Human Resource Mgmt	
MKT 380	Healthcare Marketing ¹	
PHL 304	Medical Ethics	
PSY 220	Abnormal Psychology	
PSY 345	Health Psychology	
PSY 374	Psychology of the Family	
PSY 365	Drugs and Human Behavior	
PSY 382	Aging, Brain, and Cognition	
PSY 385	Death, Dying and Suicide	
SOC 205	Families	
SOC 346	Health Care and Society	
SOC 347	Aging and the Elderly	
SOC 350	Social Policy	
SOW 200	Social Services & Social Work	
Total Credits		18

¹ These courses may only be used to fulfill the requirements of a single category.

Global Studies

Code	Title	Credits
A. General		3
Choose one of the following:		
GLS 180	Understanding Global Relations	
GLS 200	Social Construction Global Soc	
GLS 201	Politics of the Global Economy	
Foreign Language and Culture		12
Foreign Language: any 6 credits ¹		
Culture: must take at least 6 credits from the following: ²		
CHI 310	Chinese Culture and Civilization	
FRE 311	French Culture	
GER 310	German Culture	
PHL 207	Asian Philosophy	
SPA 310	Spanish Culture & Civilization	
SPA 311	Latin American Latino Culture	
B. Electives		21
Choose seven courses from the following:		
Global and Multinational Studies		
GLS 210/POL 210	Public Opinion	
GLS 215/POL 215	Global Politics	
GLS 219/POL 219	Terrorism,Revolutions and Political Violence	
GLS 306/POL 306	Political Film	

GLS 307/POL 307	Political Communication
GLS 310	Ethnographic Film
GLS 320/POL 320	Politics of the Middle East
GLS 315/POL 315	Global Issues
GLS 325	Global Persptvs Hlth & Illness
GLS 365/POL 365	Third World Politics
GLS 393/COM 393	International Communication

History

HIS 243	Italy Middle Ages to Present
HIS 248	History of Ireland
HIS 281	Modern Middle East
HIS 282	Colonial Latin America
HIS 283	Modern Latin America
HIS 284	Caribbean History
HIS 286	Modern East Asia
HIS 288	African History
HIS 289	History of Modern Japan
HIS 333	20th-Century Europe
HIS 336	Modern European Intell History
HIS 341	China in Revolution
HIS 342	Women in East Asia

Literature

ENG 211	Major British Authors
ENG 347	20th-Century British Lit
LIT 250	Masterworks of Western Lit I
LIT 251	Masterworks of Western Lit II
LIT 370	European Short Novel

Socio-political

COM 393/GLS 393	International Communication
POL 210/GLS 210	Public Opinion
POL 215/GLS 215	Global Politics
POL 219/GLS 219	Terrorism,Revolut & Polit Viol
POL 306/GLS 306	Political Film
POL 307/GLS 307	Political Communication
POL 315/GLS 315	Global Issues
POL 320/GLS 320	Politics of the Middle East
POL 365/GLS 365	Third World Politics
SOC 341	Developing Societies
Global Business ³	
BUS 375	International Business Law

ECO 305	Internatl Trade and Investment
ECO 315	Comparative Economic Systems
ECO 365	Post-Soviet Economy
FIN 308	International Finance
MGT 375	International Management
MKT 330	International Marketing
Global Travel Opportunities	
CBA 315	International Business Tour
IND 210	Global Encounters: Special Education Abroad: A Comparative Experience
MUS 312/THE 312	The Arts Abroad
Other travel courses as approved.	
Total Credits	

36

Law and Justice

At least 18 credits overall must be upper level. Additional courses may be needed as prerequisites for courses in the concentration. They may be used to fulfill other requirements in the degree program.

Code	Title	Credits
A. Multidisciplinary Approaches to Law, Legal Issues and Institutions 18		
Choose at least six courses from the following disciplines. A minimum of three disciplines must be represented.		
Business Policy		
BUS 210	Intro to Law: Contracts	
BUS 211	Commercial Law	
BUS 214	Advanced Business Law	
BUS 300	The Legal and Ethical Environment of Business	
BUS 315	Healthcare Law, Ethics & Policy	
BUS 444	Selected Topics Business Policy	
Communication		
COM 301	Communication Law	
Health Administration		
HTH 315/BUS 315	Healthcare Law, ethics & Policy	
History		
HIS 301	Constitutional History of U.S.	
Human Resource Management		
HRM 313	Legal Aspects of Human Res Mgt	
Law and Justice Interdisciplinary Courses		
LAW 140	Intro Seminar in Law & Justice	
LAW 150	Intro to Forensics	
LAW 204	Law, Literature, and Film in America	
LAW 210	Criminal Investigation	
LAW 302	Crime & Justice in the Media (formerly LAW 405)	
LAW 304	Women and Law	
LAW 305	Trial Advocacy	
LAW 307	Criminal Justice Practice (formerly LAW 207)	
LAW 308	Conflict & Conflict Resolution	
LAW 310	Cyberspace Law and Policy	
LAW 355	Sports and the Law	
LAW 365	The Rights of the Accused	
LAW 395	Selected Topics in Law/Justice	

LAW 401	Hate Crimes in the United States
LAW 490	Independent Study: Research and Creative Expression
LAW 496	Honors Thesis in Law & Justice
Philosophy	
PHL 303	Philosophy of Law
Political Science	
POL 260	Politics of Law and Order
POL 300	U.S. Constitutional Law
POL 301	Civil Liberties in the U.S.
POL 361	The Judicial Process
Psychology	
PSY 279	Psychology and Law
Sociology	
SOC 216	Youth and Crime
SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections
SOC 246	Drugs, Crime & American Society
SOC 313	Gender and Criminal Justice
SOC 317	Law and Lawyers
SOC 321	White Collar & Corporate Crime
SOC 322	Punishment and Corrections
SOC 342	Police and American Society
SOC 343	Policing and Counter Terrorism
SOC 345	Race and Crime
B. Law Related Courses	
12	
Choose four courses from the following disciplines. At least two disciplines must be represented.	
May choose two additional courses from Category A (Multidisciplinary Approaches to Law, Legal Issues, and Institutions) instead of Category B (Law-Related Courses).	
Communication	
COM 251	Interpersonal Communication
COM 252/GLS 252	Intercultural Communication
COM 302	Communication Ethics
COM 322	Argumentation and Debate
Management and Human Resources	
HRM 312	Intro to Labor Relations
Philosophy	
PHL 115	Ethics
PHL 202	Social Philosophy
PHL 203	Business Ethics
PHL 304	Medical Ethics
PHL 360	Contemporary Ethics
Political Science	
POL 235	Race/Ethnicity in Amer Politic
POL 325	Public Administration
POL 326	Power in American Politics
POL 327	Contemp Issues Amer Pub Policy
POL 335	Urban Politics
Psychology	
PSY 220	Abnormal Psychology

Sociology

SOC 205	Families
SOC 206	Deviance and Crime
SOC 207	Racial and Ethnic Relations
SOC 308	Cities And Suburbs
SOC 340	Power and Politics
SOC 350	Social Policy

C. Theory/Application 3

Choose one of the following:

LAW 305	Trial Advocacy
LAW 307	Criminal Justice Practice (formerly 207)
LAW 308	Conflict & Conflict Resolution
LAW 491	Internship in Law and Justice (recommended)

D. Law and Justice Senior Courses 3

Choose one of the following:

LAW 450	Law & Justice Senior Seminar
LAW 490	Independent Study: Research and Creative Expression
LAW 496	Honors Thesis in Law & Justice

Total Credits 36

Natural Science

Includes courses in the following disciplines: Biochemistry (BCH), Biology (BIO), Behavioral Neuroscience (BNS), Chemistry (CHE), Geological, Environmental and Marine Sciences (GEO, ENV, MAR), Physics (PHY), Psychology (PSY 238, PSY 255, PSY 330, PSY 333, PSY 335, PSY 336, PSY 345, PSY 365, PSY 382, PSY 385).

Natural Science Concentration with Health Administration Emphasis

18 credits within the Natural Science concentration or elsewhere in the program, unless otherwise noted.

Code	Title	Credits
Required Course		3

HTH 205	Introduction to Health Care	
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Category I 6

Choose two of the following:

BIO 206	The Pharmaceutical Industry ¹
HTH 315/BUS 315	Healthcare Law,ethics & Polcy ¹
HTH 336/ECO 336	Economics of Health Care Sys ¹
MKT 380	Healthcare Marketing ¹

Category II 9

Choose three of the following:

BIO 100	Life Science:Human Emphasis
BIO 115/BIO 115L	Principles of Biology I
BIO 206	The Pharmaceutical Industry ¹
BIO 221/BIO 221L	Human Anatomy & Physiology I
BNS 107	Life Science: Behavioral Neuroscience Emphasis
BNS 275/BNS 275L	Behavioral Neuroscience

CHE 115	Chem and Contemporary Society
GLS 325	Global Persptvs Hlth & Illness
HTH 215	Population Healthcare Management
HTH 491	Health Administration Intern
PHL 304	Medical Ethics
PSY 220	Abnormal Psychology
PSY 345	Health Psychology
PSY 365	Drugs and Human Behavior
PSY 374	Psychology of the Family
PSY 382	Aging, Brain, and Cognition
PSY 385	Death, Dying and Suicide

Total Credits 18

¹ These courses may only be used to fulfill the requirements of a single category.

Management and Leadership/Human Resource Management Double Major

Program Overview

Rider's management and leadership major gives students the knowledge and skills they need to compete in a rapidly changing global marketplace. Whether students are looking for a position with a medium to large organization or thinking of starting companies of their own, the management and leadership major provides the knowledge and skills they will need to be successful.

Human Resource Management (HRM) professionals are vital to organizations. With private and public-sector organizations becoming more concerned with issues such as legal compliance, corporate culture and ensuring employee work behaviors are aligned with strategic objectives, the demand for well-trained HRM professionals is constantly growing. They establish and implement policies that affect such organizational functions as recruitment, selection, training and development, performance management, compensation and benefits.

Management and Leadership

Rider's management and leadership major opens the possibility of becoming a manager and leader in any industry or field. Businesses want their new employees to handle themselves as subordinates, supervisors and team members. Our management and leadership major provides hands-on training in these people skills. The major also provides students with a comprehensive understanding of management theories, so that students don't have to learn what works and what doesn't by trial-and-error on the job.

Human Resource Management

Human resource management professionals establish and implement policies that influence recruitment, selection, training and development of new employees. They also work in areas of development, performance management, compensation, and benefits. HRM professionals may be involved with human resource planning, job design and developing and implementing strategy.

The department majors are valuable for students who want to pursue graduate studies in HRM, management, law and psychology. The majors may be taken alone, together or in combination with another major offered by the College of Business Administration.

Degree Offered

- B.S.B.A. in Management and Leadership
- B.S.B.A in Human Resource Management

Contact

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Program Website: www.rider.edu/mgtlead (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs-0/management>)

Associated Department: Department of Management

Related Programs:

- Business Administration (p. 34)
- Economics (p. 41)
- Entrepreneurial Studies (p. 45)
- Health Administration (p. 60)
- Human Resource Management (p. 66)
- Management and Leadership (p. 81)

Management and Leadership/Human Resource Management Double Major Program Requirements

(120 credits)

Code	Title	Credits
Core Requirements		
	See Business Core Requirements (p. 106)	75
Major Requirements		
MGT 310	Intro to Human Resource Mgmt	3
MGT 355	Team Management	3
MGT 363	Management Skills	3
MGT 375	International Management	3
MGT 450	Advanced Leadership	3
HRM 315	Employee Selection & Training	3
HRM 316	Employee Compensation Systems	3
Select four of the following courses, including at least one of the first three listed:		
HRM 312	Intro to Labor Relations	12
HRM 333	Employee Engagement	
HRM 441	Sel. Topics: Human Res Mgt	3
HRM 490	Independent Research and Study	
MGT 490	Independent Research and Study	3
MGT 320	Managing Workforce Diversity	
MGT 346	Negotiation	3
MGT 421	Sel Topics:Mgt & Organztn Behv	
	or HRM 441 Sel. Topics: Human Res Mgt	3
ENT 348	Small Business Management	
ENT 448	Small Business Consulting Sem	

Free Electives	12
Total Credits	120

- Human Resource Management majors have the option of completing MGT 355 Team Management or MGT 363 Management Skills for their major requirements as well as for their Leadership Elective requirement. If a student chooses to count MGT 355 or MGT 363 toward both the major requirement and the Leadership Elective, the student must complete 3 credits of free elective for graduation.
- Either MGT 421 or HRM 441 can be taken, not both courses.

Note:

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

Courses and Descriptions

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 448 Small Business Consulting Sem 3 Credits

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors.

Prerequisite(s): ENT 348 and permission of instructor.

HRM 312 Intro to Labor Relations 3 Credits

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

HRM 441 Sel. Topics: Human Res Mgt 3 Credits

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or HRM major elective.

Prerequisite(s): MGT 310 or permission of instructor.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 346 Negotiation 3 Credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing.

Prerequisite(s): MGT 201 or permission of the instructor.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MGT 421 Sel Topics:Mgt & Organztn Behv 3 Credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 450 Advanced Leadership 3 Credits

Leadership is the ability to influence a group of people towards a goal. In this course, students will increase their own leadership capacities so that they can become effective leaders of organizations and teams. They will integrate what they have learned from their experience and other coursework with diverse reading and writing assignments and team projects as they explore complex leadership issues related to vision, communication, motivation, ethics, team dynamics, power, and change management.

Prerequisite(s): MGT 201; Leadership elective (LDP 200, LDP 220, LDP 398, MGT 355, MGT 363).

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

Marketing

Program Overview

A degree in marketing provides students with the knowledge they need to compete in today's global marketplace. Graduates from the marketing program enter the workforce with a strong background in business, a critical understanding of consumer behavior, ad trends and the know-how needed to reach target audiences and to promote services and products.

Curriculum Overview

Students who major in marketing at Rider are prepared for a broad array of careers in such fields as sales, retailing, promotion, distribution, customer service, marketing research and others.

Possible employment opportunities can be found with profit and non-profit and public or private organizations marketing goods or services to consumers, businesses or other organizations.

Degree Offered

- B.S.B.A. in Marketing

Contact

Boris Vilic

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Program Website: Marketing (<https://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/marketing>)

Associated Department: Department of Marketing, Advertising and Legal Studies (<https://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/marketing>)

Related Programs

- Business Administration (p. 34)
- Communication Studies (p. 331)
- Filmmaking, TV and Radio (p. 393)
- Entrepreneurial Studies (p. 45)
- Graphic Design (p. 423)
- Journalism (p. 461)
- Public Relations (p. 195)
- Web Design (p. 561)

Major Requirements for:

General Marketing Track (p. 166)

Advertising Track (p. 166)

Digital Marketing Track (p. 166)

Professional Selling Track (p.)

Health Care and Pharmaceutical Marketing Track (p.)

General Marketing Track

(120 credits)

Code	Title	Credits
Business Core		96
See Business Core Requirements (p. 106)		
MKT 320	Consumer Behavior	3
MKT 330	International Marketing ¹	3
or MKT 369	International Advertising	
MKT 366	Marketing Research	3
MKT 460	Marketing Management Seminar	3
Four additional Marketing Electives are required ²		12
Total Credits		120

¹ Only one of MKT 330 or MKT 369 can count in major. General Marketing majors must take a second International Business elective and count it as Free Elective only.

² MKT 490 & MKT 491 cannot count as MKT electives.

Students are required to complete 6 credits of International Business electives. Marketing majors can only count 3 credits of International Business elective in their major.

Advertising Track

Code	Title	Credits
Business Core		96
See Business Core Requirements (p. 106)		
MKT 205	Advertising Principles	3
MKT 320	Consumer Behavior	3
MKT 366	Marketing Research	3
MKT 369	International Advertising	3
MKT 375	Digital Advertising and Social Media	3
MKT 460	Marketing Management Seminar	3
ADV 435	Advertising Campaigns	3
COM 212	Publication Design ¹	3
Total Credits		120

¹ This course can count as a required social science elective. If you count it as a social science elective, you must complete an additional 3-credit free elective.

Digital Marketing Track

Code	Title	Credits
Business Core		96
See Business Core Requirements (p. 106)		
CIS 200	Web Application Development I ¹	3
or COM 212	Publication Design	
MKT 250	Retailing Management	3
MKT 320	Consumer Behavior	3

MKT 330	International Marketing	3
or MKT 369	International Advertising	
MKT 366	Marketing Research	3
MKT 367	Marketing Web Analytics	3
MKT 375	Digital Advertising and Social Media	3
MKT 460	Marketing Management Seminar	3
Total Credits		120

¹ This course can count as a required social science elective. If you count it as a social science elective, you must complete an additional 3-credit free elective.

Professional Selling Track

Code	Title	Credits
Business Core		96
See Business Core Requirements (p. 106)		
MGT 346	Negotiation	3
MKT 250	Retailing Management	3
MKT 320	Consumer Behavior	3
MKT 330	International Marketing	3
or MKT 369	International Advertising	
MKT 340	Personal Selling	3
MKT 366	Marketing Research	3
MKT 440	Sales Management	3
MKT 460	Marketing Management Seminar	3
Total Credits		120

Health Care & Pharmaceutical Marketing Track

Code	Title	Credits
Business Core		96
See Business Core Requirements (p. 106)		
MKT 320	Consumer Behavior	3
MKT 330	International Marketing	3
or MKT 369	International Advertising	
MKT 340	Personal Selling	3
MKT 345/GSC 345	Customer Focus	3
MKT 366	Marketing Research	3
MKT 380	Healthcare Marketing	3
MKT 460	Marketing Management Seminar	3
Select one of the following:		3
BIO 206	The Pharmaceutical Industry ¹	
BUS 315	Healthcare Law, Ethics & Policy	
HTH 205	Introduction to Health Care	
Total Credits		120

¹ BIO 206 can count as a required natural science elective. If you count BIO 206 as a natural science elective, you must complete an additional 3-credit free elective.

Marketing Concentration Requirements

(12 credits)

Code	Title	Credits
Required Courses		
FIN 305	Personal Financial Planning	3
FIN 307	Financial Markets & Institut	3
FIN 312	Investments	3
Elective Course		3
Select one of the following courses:		
FIN 315	Financial Modeling	
FIN 360	Derivatives	
FIN 412	Investment Analysis	
Total Credits		12

In order to complete the concentration, students must achieve a minimum GPA of 2.5 in the concentration coursework, and a minimum grade of "C" in each of the concentration courses.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MKT 205 Advertising Principles 3 Credits

Basic theory, functions, principles, and applications of advertising are the focus of this course. The relation of advertising to our economy, the advertising department and the ad agency, selection of media, advertising practices, and the use of research to improve advertising techniques are covered.

Prerequisite: MKT 200. Required for advertising majors.

MKT 250 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 260 Service Marketing 3 Credits

Focuses on the unique challenges of managing services and delivering quality service to customers. Emphasis is placed on the total organization, and how effective marketing and customer focus must be coordinated across multiple functions. The course is applicable to service organizations and to organizations that depend on service excellence for competitive advantage. Topics include customer-focused management, and customer satisfaction, retention, lifetime value and profitability. Students will learn to map services, understand customer expectations, and develop relationship marketing strategies.

Prerequisite(s): MKT 200.

MKT 280 Sports Marketing 3 Credits

The course focuses on the unique challenges of marketing sports at a variety of levels: youth, college, professional, and international. The challenges of attracting and retaining fans and participants as well as of building and maintaining strong brand identity are at the heart of the course content. By evaluating case studies and examining current issues in sports marketing, students will gain an understanding of what it means to be a professional marketer of a sports organization and/or event.

Prerequisite(s): MKT 200.

MKT 310 Business to Business Marketing 3 Credits

This course examines the business-to-business marketplace, and the planning and control tools used by its entities in managing the product, pricing, promotion, channel and supply chain management strategies.

Prerequisite(s): MKT 200.

MKT 320 Consumer Behavior 3 Credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior.

Prerequisite(s): MKT 200; Required for advertising majors.

MKT 330 International Marketing 3 Credits

This course examines the global marketplace and the complexities of its environmental influences, and necessary adaptations in formulating the strategies for product, pricing, promotion, channel and supply chain management.

Prerequisite(s): MKT 200.

MKT 340 Personal Selling 3 Credits

Examines persuasive techniques utilized in sales presentations conducted on a person-to-person basis. Major course emphasis is on developing effective selling techniques; understanding the company, its products and the role of the salesperson in implementing product/market strategies; understanding the customers and the selling environment; application of effective sales presentation techniques; recognizing selling opportunities and careers.

Prerequisite(s): MKT 200.

MKT 345 Customer Focus 3 Credits

Marketing supply chain management programs are concerned with the creation and delivery of value to customer and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission-critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications and then transferring these goods and services from producers to consumers or end users.

Prerequisite(s): MKT 200 and GSC 115 or permission of instructor.

MKT 350 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 366 Marketing Research 3 Credits

Topics include specific research procedures in gathering, processing, analyzing, and presenting information relevant to marketing problems: advertising planning and effectiveness; product development; distribution channels; sales techniques; consumer behavior; and forecasting. Student learning about research planning, implementation, and interpretation is facilitated by the use of projects or cases.

Prerequisite(s): MKT 200; MSD 200, MSD 201; junior standing; Required for marketing and advertising majors.

MKT 367 Marketing Web Analytics 3 Credits

This course teaches web analytics through practical applications with a focus on deriving actionable insights. It provides a broad overview of key web analytics strategies, concepts, issues, challenges and tools. Topics covered include: • How to choose a web analytics tool • Metrics and key performance indicators • Best ways to analyze effectiveness of blogs, marketing campaigns, SEO, SEM and emails • How to utilize quantitative, qualitative and competitive tools to derive actionable insights • How to optimize web sites by incorporating testing and experimentation • Analytics in social, mobile and video • Best practices and pitfalls in web analytics

Prerequisite(s): MKT 200.

MKT 369 International Advertising 3 Credits

This course introduces students to the general landscape of international advertising with emphasis on understanding the opportunities and challenges entailed in international advertising management. The course will cover the subject from three aspects, including the international advertising environment, the international advertising industry, and international advertising strategies.

Prerequisite: MKT 200 or permission of instructor.

MKT 370 Internet Marketing 3 Credits

This course emphasizes the discipline of internet marketing, including practices of leading online marketing companies, state of the art online research and demonstrates how the Internet is creating value for customers and profits for businesses while also fitting into a firm's complete marketing strategy. This course will provide a strategic and tactical toolkit for the online marketer, help students understand how and why the Internet is changing traditional marketing and allow students to develop the skills, strategies and tactics important to develop successful Internet marketing plans.

Prerequisite(s): MKT 200 and CIS 185.

MKT 375 Digital Advertising and Social Media 3 Credits

This course surveys the concepts, principles, practices and industry standards of digital advertising, including standard display and rich media advertising, search advertising, email advertising, game advertising, and mobile advertising. It also introduces the strategies and tactics in social media marketing. The course emphasizes a strategic, holistic view of digital advertising and social media as marketing communication tools that are situated in the marketing strategic framework and employed to engage consumers in community building.

Prerequisite(s): MKT 200.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

MKT 440 Sales Management 3 Credits

By means of lectures, discussions, and case studies, the field of marketing management is analyzed from the viewpoint of sales executives. The responsibilities for planning and administering personal selling operations are emphasized. Considerable attention is given to other activities for which sales executives may be wholly or jointly responsible, such as decision making on promotion and brand management.

Prerequisite(s): MKT 200 and senior standing.

MKT 444 Spec. Topics Honors: Mkt & Law 3 Credits**MKT 460 Marketing Management Seminar 3 Credits**

This capstone course for marketing majors employs a top management approach to the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing program. Integration of marketing with other operations of the business unit is emphasized. Major problems and current trends are identified and analyzed through case discussion.

Prerequisite(s): Marketing major and 15 semester hours of marketing; Required for marketing majors.

MKT 469 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): MKT 200 and senior standing or permission of instructor.

MKT 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

MKT 491 Internship-Based Indep Study 3 Credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements.

Prerequisite(s): permission of instructor.

Nursing Online: R.N. to B.S.N.

Program Overview

Designed for working nurses, Rider's online R.N. to B.S.N. program lets students gain the skills and credentials to advance while balancing their career and family life.

The experience, skills and compassion an individual brings to his or her job transforms the lives of the patients in one's care every day. But rapid changes in today's health care environment now present nursing professionals with new challenges — and exciting opportunities. The online R.N. to B.S.N. program prepares students for these challenges while still training them to be compassionate care givers and partners.

The baccalaureate program at Rider University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>)

Curriculum Overview

The curriculum provides a seamless transition from the R.N. to B.S.N., building on the students' experiences as registered nurses. Courses are offered in an accelerated, seven-week format. Clinicals are embedded into the course material. Separate clinicals are not required.

Graduates of an Associate Degree program may transfer in 60-68 credits, depending on the credit distribution for that program. Students who graduate from a diploma nursing program are granted 34 credits for prelicensure nursing courses, and any applicable liberal arts courses eligible for transfer are accepted.

Admissions Requirement

- An earned associate degree or diploma in nursing from an accredited institution; students who do not meet this requirement should contact the program director before applying.
- Official transcripts from all institutions attended with a minimum 2.5 cumulative GPA
- Copies of a current/unrestricted R.N. license

Degree Offered

- B.S. in Nursing

Contact

Dr. Rosemary Fliszar
Director, R.N.-B.S.N. Program and Assistant Professor
Science Hall 338F
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Program Website: R.N. to B.S.N. Nursing Online (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/online-rn-bsn>)

Associated College: College of Continuing Studies

Related Programs:

- Allied Health Studies (p. 116)
- Biology (p. 315)
- Behavioral Neuroscience (p. 308)
- Psychology (p. 178)
- Premedical Studies (p. 176)

Code	Title	Credits
Core Requirements		48-50
See College of Continuing Studies Core Requirements (p. 199)		
Nursing Major		
NUR 400	Professionalism and Professional Values	3

NUR 401	Organizational and Healthcare Systems Leadership	3
NUR 402	Scholarship in Evidence-Based Practice	3
NUR 403	Information Management and Application of Patient Care Technology	3
NUR 404	Healthcare Policy, Finance, and Regulatory Environments	3
NUR 405	Interprofessional Collaboration and Communication for Improving Healthcare Outcomes	3
NUR 406	Population Health Promotion and Prevention Across the Lifespan	3
NUR 407	Cultural Diversity in a Global Society	3
NUR 408	Gerontological Nursing Concept	3
NUR 409	BSN Capstone Evidence - Based Microsystem Practice Change ¹	3
Free Electives ²		40-42
Total Credits		120

¹ The student designs the capstone project based on individual professional interests in consultation with the nursing faculty.

² Students who graduate from a Diploma nursing program are granted 34 credits for prelicensure nursing courses. These credits will appear as Free Electives.

A candidate for graduation must complete a minimum of 120 credits. A maximum of 30 credits outside the liberal arts and sciences may be presented for graduation.

NUR 400 Professionalism and Professional Values 3 Credits

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing. This course provides a foundation of concepts of professionalism to facilitate participation and engagement in professional or community-based organizations that advocate for quality and access to health care. Learning activities and assignments will focus on strategies for self assessment and self reflection of one's values, moral integrity, and ability to act professionally at all times in complex health care delivery environments.

NUR 401 Organizational and Healthcare Systems Leadership 3 Credits

This course provides a foundation of principles of leadership based on contemporary needs for qualified nursing leaders who can function and manage in complex healthcare delivery environments. Learning activities and assignments will focus on strategies for self-assessment and self-reflection of one's own leadership skills, knowledge, and attitudes that foster and promote nursing leadership in diverse healthcare delivery settings, and strategies for best practice in nursing leadership in the 21st century.

NUR 402 Scholarship in Evidence-Based Practice 3 Credits

This course provides a foundation of evidence-based research principles to translate evidence into practice and how research informs professional nursing practice to improve patient safety and outcomes. Learning activities and assignments will focus on strategies for learning how to assess scientific merit of data-driven research, apply evidence-based practice in appropriate ways, monitor and evaluate the impact of evidence-based practice on informed nursing practice and outcomes of care as well as collaborate with interprofessional health care teams to improve patient safety and outcomes in a variety of healthcare delivery settings.

NUR 403 Information Management and Application of Patient Care Technology 3 Credits

This course provides a foundation of information management and application of patient care technology to enhance and improve patient safety and outcomes by examining linkages between information management systems and patient care technologies that support and are linked to safe nursing practice. The course examines how technology is used to inform nursing practice and enhance patient safety by applying safeguards and decision making support tools embedded in the technologies. Students are exposed to effective clinical information systems (CIS) to document nursing care, examine the ethical components of protecting patient information, challenges with data security, regulatory requirements, confidentiality and rights to privacy as well as examine the role of the professional nurse in updating and garnering information management resources and applying them in patient care settings.

NUR 404 Healthcare Policy, Finance, and Regulatory Environments 3 Credits

This course provides a foundation of U.S. healthcare policy, including financial and regulatory policies, as well as the nature and functioning of the U.S. healthcare delivery system. There is emphasis on policy processes at the organizational, local, state, national, and global levels. Learning activities and assignments focus on strategies for learning how to assess the role of the baccalaureate-prepared nurse in policy formation and reformation at all levels, demonstrating understanding of the political process at all levels, developing effective advocacy strategies for vulnerable populations, how to identify and influence key stakeholders in the policy process, the importance of effective communication of key healthcare issues, and how to influence change in the political process at all levels when there is social injustice.

NUR 405 Interprofessional Collaboration and Communication for Improving Healthcare Outcomes 3 Credits

This course provides a foundation of key concepts essential to promotion of effective interprofessional collaboration and communication for improving healthcare outcomes and patient safety. There is emphasis in the course on examination of the roles and perspectives of scope of practice for selected healthcare disciplines in intra-and interprofessional healthcare teams to improve healthcare outcomes and promote patient safety, and on effective strategies for advocacy and communication patterns in healthcare delivery settings as healthcare professionals develop trust and respect for all members of the healthcare team while recognizing unique differences and contributions of roles to patient safety and outcomes.

NUR 406 Population Health Promotion and Prevention Across the Lifespan 3 Credits

This course provides a foundation of key concepts essential to population-focused nursing, the aggregate, community or population as the unit of care. The focus of the course is on health promotion/ disease prevention with emphasis on the professional nurse role in clinical prevention of disease and care of populations applying concepts of primary, secondary, and tertiary health promotion across the lifespan, identifying determinates of health, prioritizing primary prevention across the lifespan, actively identifying and targeting populations benefitting from evidence-based preventive initiatives and clinical preventive guidelines, assessment strategies for individuals and populations, applying evidence-based practice to health promotion/risk reduction, and being an advocate for vulnerable and disenfranchised populations without resources or a voice.

NUR 407 Cultural Diversity in a Global Society 3 Credits

This course provides a foundation of key concepts essential to nursing care and professional nursing leadership in assessment, planning, design, implementation, and evaluation of the knowledge, skills, and attitudes they must have as leaders of healthcare delivery focusing on improved system safety and effectiveness. There is particular emphasis on the nursing leadership role at the baccalaureate level for nursing to recognize, interrupt, evaluate, and correct healthcare errors and to implement safety principles and work with others to create a safe, caring environment for every healthcare delivery encounter as they provide care themselves, are acting in a leadership capacity, or are overseeing and delegating to other non-licensed assistive personnel. The course content focuses on identification, assessment, planning, design, and evaluation of evidence-based practice change to improve patient safety and outcomes.

NUR 408 Gerontological Nursing Concept 3 Credits

This course provides a foundation of key concepts essential to care of an aging population in a complex society. Given the diverse health status of the aging population, professional nurses must be able to develop competencies to provide high quality care to aging adults and their families or significant others. Specifically the course focuses on increased diversity and complexity of an aging society and selected health care needs, life transitions of aging adults, normal body system changes occurring with the aging process, the professional nurse role in principled care provided to a vulnerable population, and the role of the professional nurse as advocate and caregiver promoting the concepts of quality end-of-life care for aging adults, including pain and symptom management honoring the autonomy and self-wish of the aging client.

NUR 409 BSN Capstone Evidence - Based Microsystem Practice Change 3 Credits

This course provides a foundation for the baccalaureate nurse to have a solid understanding of the concepts of organizational and systems leadership, quality improvement, and safety that are essential to promoting high quality patient care impacting patient safety and outcomes. Professional nursing leadership skills are needed that emphasize ethical and critical decision-making, initiating and maintaining effective partnerships and working relationships, initiating and maintaining mutually respectful communication and collaboration skills within interprofessional healthcare teams, care coordination, delegation, and developing effective conflict resolution and consensus building strategies. Professional BSN nurses must be able to practice at the clinical microsystem level within ever changing, dynamic healthcare delivery settings and this course prepares the baccalaureate-prepared professional nurse with this knowledge, skills, and competencies to implement safety principles and work collaboratively with others on the interprofessional healthcare team to lead and participate in creating a safe, caring environment for healthcare delivery so every patient encounter is a safe, effective, and positive one through a 90-hour practicum in a selected healthcare organization.

Organizational Psychology B.A. Overview

Are you interested in knowing what motivates a person to perform well at a job, or what qualities a company needs to look for to make a great hire? Today's businesses and organizations need professionals who understand human behavior, group dynamics and how to make the workplace function better. A major in Organizational Psychology from Rider University will help prepare you for a career in one of America's fastest-growing professions.

Curriculum Overview

Rider University's program is one of just a handful in the nation offering a unique interdisciplinary major that combines business and psychology. This versatile degree can have a real impact on an organization's bottom line by helping to improve employee satisfaction and job performance.

Majors in this program will gain a comprehensive understanding of the important contributions that organizational psychology plays in today's workplace.

The Organizational Psychology program focuses on the behavioral aspects of managing and supervising the human resources of an organization or business. You will learn the key concepts of management and psychology, including perception and attitudes, employee motivation and engagement, and organizational leadership and power — and gain an in-depth understanding of what makes employees and organizations function at their best.

As an Organizational Psychology major, you will:

- Develop a comprehensive understanding of human behavior in work settings
- Learn how to enhance performance within an organization or business
- Benefit from networking and gain real-world experience through internships and other professional opportunities

The U.S. Bureau of Labor Statistics ranks Industrial-Organizational Psychology at the top of its list of 20-fastest growing occupations, with a projected growth rate of 53 percent between now and 2022. Organizational psychologists are in demand because their expertise results in better hires, increased productivity, reduced turnover and lower labor costs. They can work as consultants to organizations, or serve in-house in a variety of jobs, including:

- Human resource officer
- Employee development manager
- Organizational development director
- Quality performance manager
- Organizational psychologist
- Testing specialist
- Compensation and benefits specialist

Honors Program in Psychology

A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

Degree Offered

- B.A. in Organizational Psychology

Contact

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Program Website: Organizational Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/organizational-psychology>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs

- Human Resource Management (p. 66)
- Management and Leadership (p. 81)
- Business Administration (p. 34)

Code	Title	Credits
Core Requirements		80
See College of Continuing Studies Core Requirements (p. 199)		
Required Courses		22
PSY 100	Intro To Psychology	
PSY 105	Introduction to Research in Psychology	
PSY 210	Organizational Psychology	
or MGT 201	Fund Management & Org Behavior	
PSY 240	Social Psychology	
MGT 310	Intro to Human Resource Mgmt	
MGT 355	Team Management	
PSY 329	Research Methods in Organizational Psychology	
or MGT 329	Research Methods in Organizational Psychology	
PSY 329L	Research Methods in Organizational Psychology	
or MGT 329L	Research Methods: Org Psy Lab	
Select one of the following:		3-6
PSY 201	Statistics and Research Design	
OR		
MSD 200	Statistical Methods I	
& MSD 201	and Statistical Methods II	
Select one of the following courses:		3
COM 253	Organizational Communication	
COM 290	Professional/Strategic Speech	
COM 350	Team & Group Communication	
Select two of the following courses:		6
HRM 315	Employee Selection & Training	
HRM 316	Employee Compensation Systems	
HRM 333	Employee Engagement	
MGT 320	Managing Workforce Diversity	
MGT 490	Independent Research and Study ¹	
Select two of the following:		6
PSY 215	Personality	
PSY 225	Learning and Memory	
PSY 315	Psychological Tests	
PSY 400	Senior Seminar	
PSY 490	Independent Study: Research and Creative Expression ¹	

Total Credits

120-123

¹ Students may take either PSY 490 or MGT 490 to satisfy major requirements, but may not count both courses towards the major requirements.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 210 Organizational Psychology 3 Credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

Prerequisite(s): PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

Courses and Descriptions

Organizational Psychology B.S.B.A.

Overview

Are you interested in knowing what motivates a person to perform well at a job, or what qualities a company needs to look for to make a great hire? Today's businesses and organizations need professionals who understand human behavior, group dynamics and how to make the workplace function better. A major in Organizational Psychology from Rider University will help prepare you for a career in one of America's fastest-growing professions.

Curriculum Overview

Rider University's program is one of just a handful in the nation offering a unique interdisciplinary major that combines business and psychology. This versatile degree can have a real impact on an organization's bottom line by helping to improve employee satisfaction and job performance.

Majors in this program will gain a comprehensive understanding of the important contributions that organizational psychology plays in today's workplace.

The Organizational Psychology program focuses on the behavioral aspects of managing and supervising the human resources of an organization or business. You will learn the key concepts of management and psychology, including perception and attitudes, employee motivation and engagement, and organizational leadership and power — and gain an in-depth understanding of what makes employees and organizations function at their best.

As an Organizational Psychology major, you will:

- Develop a comprehensive understanding of human behavior in work settings
- Learn how to enhance performance within an organization or business
- Benefit from networking and gain real-world experience through internships and other professional opportunities

The U.S. Bureau of Labor Statistics ranks Industrial-Organizational Psychology at the top of its list of 20-fastest growing occupations, with a projected growth rate of 53 percent between now and 2022. Organizational psychologists are in demand because their expertise results in better hires, increased productivity, reduced turnover and lower labor costs. They can work as consultants to organizations, or serve in-house in a variety of jobs, including:

- Human resource officer
- Employee development manager
- Organizational development director
- Quality performance manager
- Organizational psychologist
- Testing specialist
- Compensation and benefits specialist

Honors Program in Psychology

A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

Degree Offered

- B.S.B.A. in Organizational Psychology

Contact

Boris Vilic

Dean, College of Continuing Studies
Bart Luedeke Center
609-896-5033
ccs@rider.edu

Program Website: Organizational Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/organizational-psychology>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs

- Human Resource Management (p. 66)
- Management and Leadership (p. 81)
- Business Administration (p. 34)

Organizational Psychology Program Requirements

PROGRAM REQUIREMENTS

Code	Title	Credits
See Business Core Requirements (p. 106)		89
Required Courses		
MGT 310	Intro to Human Resource Mgmt	3
MGT 355	Team Management	3
PSY 100	Intro To Psychology	3
PSY 105	Introduction to Research in Psychology	3
PSY 240	Social Psychology	3
PSY 329/MGT 329	Research Methods in Organizational Psychology	4
PSY 329L/MGT 329L	Research Methods in Organizational Psychology	0
Choose two of the following courses:		6
HRM 315	Employee Selection & Training	
HRM 316	Employee Compensation Systems	
HRM 333	Employee Engagement	
MGT 320	Managing Workforce Diversity	
MGT 490	Independent Research and Study ¹	
Choose two of the following courses:		6
PSY 215	Personality	
PSY 225	Learning and Memory	
PSY 315	Psychological Tests	
PSY 400	Senior Seminar	
PSY 490	Independent Study: Research and Creative Expression ¹	
Total Credits		120

¹ Students may take either PSY 490 or MGT 490 to satisfy major requirements, but may not count both courses towards the major requirements.

Courses and Descriptions

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning—an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

Premedical, Predental, Preveterinary Studies

Program Overview

Rider University offers students with baccalaureate degrees the opportunity to take the undergraduate science course prerequisites for medical, dental, veterinary or graduate school. Students may apply through the College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/premedical-predental-prevet-studies>).

Curriculum Overview

This program is highly individualized. Students work closely with the Premedical Studies advisor to develop a plan of study that will meet their

educational goals. In addition to basic core prerequisites, the program offers the opportunity to take courses in advanced biology, biochemistry, chemistry, and behavioral neurosciences to enhance students' academic profiles and to help them prepare to succeed in rigorous professional or graduate school curricula.

Contact

Jonathan D. Karp, Ph.D.

Chair, Premedical Studies Committee

Professor

Department of Biology, Behavioral Neuroscience and Health Sciences

Science Hall 339E

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Program Website: Premedical (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/premedical-predental-prevet-studies/medical-school-prerequisites>)

Program Requirements

Applicants must complete a Post-baccalaureate Premedical Studies application form, submit official transcripts from all higher education institutions attended, and complete an application (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-work-0>) to the College of Continuing Studies.

Applicants must meet the following criteria to gain admission to the Post-baccalaureate Premedical Studies Program:

- a baccalaureate degree from an accredited college or university'
- a 3.25 cumulative undergraduate GPA.

Applications are reviewed and approved by the College of Continuing Studies and the chair of the Premedical Studies Committee.

Code	Title	Credits
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	4
BCH 325	Biochemistry I	3
CHE 120 & CHE 121	Principles of Chemistry and Principles of Chemistry Lab	4
CHE 122 & CHE 123	Intro to Chemical Systems and Quantitative Methods Lab	4
CHE 211 & 211L	Organic Chemistry I and Organic Chem I Lab	4
CHE 214 & 214L	Organic Chemistry II and Organic Chemistry II Lab	4
PHY 100 & 100L	Principles of Physics I and Principles of Physics I Lab ¹	4
PHY 101 & 101L	Principles of Physics II and Principles of Physics II Lab	4

¹ MTH 105: Algebra and Trigonometry is a prerequisite.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 260 Principles of Biology: Evolution, Diversity, and Biology of Cells 4 Credits

Lectures and labs focus on basic cell biology. Cell diversity and function, genetics and biotechnology are emphasized. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115/115L and BIO 116/116L or BIO 115, BIO 117, (BNS 118 or BNS 275).

Corequisite(s): BIO 260L.

BIO 260L Principle of Biology: Cells Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 260.

BCH 325 Biochemistry I 3 Credits

Outlines the chemistry and biological function of carbohydrates, proteins, lipids, nucleic acids, vitamins, and enzymes, and introduces enzyme kinetics and biological energetics. Degradative metabolic pathways of carbohydrates and lipids, and their controlled interrelationships are discussed in detail.

Prerequisite(s): CHE 214.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. Prerequisite(s): High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. Prerequisite(s): CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. Prerequisite(s): CHE 121.

Corequisite(s): CHE 122.

CHE 211 Organic Chemistry I 4 Credits

The structure, chemical properties, and methods of preparation of the more important classes of carbon compounds are studied, with an emphasis on the relationship of structure, stereochemistry, and conformation to chemical reactivity. The preparation and reactivity of organic functional groups is introduced. The use of infrared and nuclear magnetic resonance spectroscopy, and mass spectrometry for elucidating structures of organic molecules is discussed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 122, CHE 123.

Corequisite(s): CHE 211L.

CHE 211L Organic Chemistry I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 211.

CHE 214 Organic Chemistry II 4 Credits

A continuation of Chemistry 211, emphasizing the mechanism of organic reactions, structural interpretations of properties, preparations, reactivity and identification of organic compounds. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 211.

Corequisite(s): CHE 214L.

CHE 214L Organic Chemistry II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 214.

MTH 105 Algebra and Trigonometry 4 Credits

Algebraic functions, trigonometric functions, identities and conditional equations, inequalities, exponential and logarithmic functions.

Prerequisite(s): Entering science & math majors with SAT math score below 650 and Math Placement Test score; or successful completion of MTH100.

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. Prerequisite(s): MTH 105, MTH 210, MTH 211 or MTH 212.

Corequisite(s): PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week.

Corequisite(s): PHY 100.

PHY 101 Principles of Physics II 3 Credits

Continuation of Physics 100. Electrostatics, electricity, and magnetism; DC and AC circuits, physical and geometrical optics, introduction to elementary particle and quantum physics. Three hours of lecture per week. Prerequisite(s): PHY 100.

Corequisite(s): PHY 101L.

PHY 101L Principles of Physics II Lab 1 Credits

For students concurrently taking Physics 101. One three-hour lab per week.

Corequisite(s): PHY 101.

Psychology

Program Overview

The psychology major is designed to meet the needs of various types of students and to develop a broad understanding of the many topic areas within the field of psychology. The program is committed to helping students understand and appreciate both the scientific foundations and human service aspects of the field of psychology; develop and apply oral, written, analytical and critical-thinking skills applied to psychological issues, questions and problems; understand issues in contemporary psychology and recognize and apply psychological knowledge in order to provide solutions to real world problems and develop both interpersonal and intrapersonal knowledge through academic experiences and extra-curricular activities. The program is designed to foster self-awareness and personal growth, the development of leadership skills and a respect and understanding for human development and human diversity.

Curriculum Overview

The curriculum develops the fundamental skills that predict success in the profession of psychology, human services, corporate jobs, education and graduate school. Classes stress the development of writing skills, both technical report writing and literature research papers and provide a range of instruction on the statistical data analysis, online control of laboratory experiments, text processing and presentation software. In fieldwork placements, students gain work experience in a variety of human services programs within the community.

Members of the psychology faculty encourage students to become involved in research projects. Many Rider psychology seniors bound for graduate school receive offers of substantial financial aid in the form of assistantships and tuition waivers. These offers are made because our majors carry out research of high quality. Students have coauthored journal publications with the faculty and presented papers at regional and national conferences. Laboratories are always open for students and faculty supervision is always available.

Honors Program in Psychology

A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

Degrees Offered

- B.A. in Psychology

Contact

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Program Website: Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology>)

Associated Department: Department of Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology>)

Related Programs:

- Organizational Psychology (B.S.B.A) (p. 174)
- Organizational Psychology (B.A.) (p. 178)

Psychology Program Requirements

(40 credits)

Code	Title	Credits
Core Requirements		
See College of Continuing Studies Core Requirements (p. 199)		45-47
Psychology Core		13
PSY 100	Intro To Psychology	
PSY 105	Introduction to Research in Psychology	
PSY 201	Statistics and Research Design	
Choose one of the following (4 credits):		
PSY 339/PSY 339L	Research Methods in Applied Behavior Analysis	
Psychology Lower Level		12
Choose four of the following:		
PSY 210	Organizational Psychology	
PSY 215	Personality	
PSY 220	Abnormal Psychology	
PSY 230	Child Development	
PSY 231	Youth and Adolescent Development	
PSY 240	Social Psychology	
PSY 279	Psychology and Law	
PSY 283	Sport Psychology	
Psychology Upper Level		12
Choose four of the following:		
PSY 325	Cognitive Development	
PSY 345	Health Psychology	
PSY 360	Psychology of Peace & Conflict	
PSY 365	Drugs and Human Behavior	
PSY 367	Creativity and Innovation	
PSY 373	Cyberpsychology	
PSY 375	Psychology and Film	
PSY 377	Developmental Psychopathology	
PSY 382	Aging, Brain, and Cognition	
PSY 383	Psychology and Culture	
PSY 384	Positive Psychology	
PSY 385	Death, Dying and Suicide	
PSY 388	Learning and the Experimental Analysis of Behavior	
PSY 389	Professional Issues in ABA	
PSY 395	Special Topics in Psychology	
Capstone Course		3
Choose one of the following:		
PSY 400	Senior Seminar	
PSY 420	History of Psychology	
PSY 490	Independent Study: Research and Creative Expression	
PSY 491	Internship in Psychology	

Free Electives	36-34
Total Credits	121

4 + 1 Master's in Applied Psychology

The 4+1 Masters in Applied Psychology, Applied Behavior Analysis concentration is designed for students who wish to combine undergraduate study in psychology leading to a Bachelor's of Arts degree with graduate study leading to a Masters of Arts in Applied Psychology.

The admission process for this program ensures that only capable students are enrolled. Freshman students are encouraged to seek advice about the program from their advisor and the program coordinator. The following courses must be completed if the student intends to apply to the program:

- PSY 212 Introduction to Applied Behavior Analysis
- PSY 299 Field Placement in Applied Behavior Analysis. This course is intended to assist the student in determining if the program is a good match for them.

During the first semester of the junior year, the student will formally apply to the Applied Psychology program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Applied Psychology program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Applied Psychology program;
- An interview with faculty from the Applied Psychology program; and
- Completion of PSY 212 and PSY 299.

Students accepted into the Applied Psychology program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the BA degree when they complete the requirements for that degree in psychology. The MA will be awarded upon completion of the Applied Psychology graduate program requirements.

Requirements for the Minor

(18 credits)

Code	Title	Credits
Required Course		
PSY 100	Intro To Psychology	3
Select two lower division courses from the list below:		6
PSY 201	Statistics and Research Design	
PSY 210	Organizational Psychology	
PSY 212	Introduction to Applied Behavior Analysis	
PSY 215	Personality	
PSY 218	Psychology of Women	
PSY 220	Abnormal Psychology	
PSY 225	Learning and Memory	
PSY 226	Cognitive Psychology	

PSY 230	Child Development
PSY 231	Youth and Adolescent Development
PSY 237	Cognitive Disabilities
PSY 238	Sensation and Perception
PSY 240	Social Psychology
PSY 250	Psychology of Aging
PSY 255	Biopsychology
PSY 279	Psychology and Law
PSY 283	Sport Psychology
Select three upper division courses from the list below:	
PSY 305	Theories of Psychotherapy
PSY 315	Psychological Tests
PSY 324	Play and Imagination
PSY 325	Cognitive Development
PSY 330	Developmental Disabilities
PSY 333	Autism Spectrum Disorders
PSY 345	Health Psychology
PSY 360	Psychology of Peace & Conflict
PSY 365	Drugs and Human Behavior
PSY 367	Creativity and Innovation
PSY 372	States of Consciousness
PSY 373	Cyberpsychology
PSY 374	Psychology of the Family
PSY 375	Psychology and Film
PSY 377	Developmental Psychopathology
PSY 381	Psychology of Gender
PSY 382	Aging, Brain, and Cognition
PSY 383	Psychology and Culture
PSY 384	Positive Psychology
PSY 385	Death, Dying and Suicide
Total Credits	

9

18

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 110 Psychology: The Science of Well-being 3 Credits

This course uses theory and methods of psychology to examine the question: How to make a good life? Students will learn how psychology examines the ways motivation, intellect, relationships, self-respect and a healthy lifestyle contribute to happiness, well-being, and flourishing. Students will learn how psychology examines human nature through observation and experimentation. Students will understand how psychology applies research to improve human well-being. Students will leave the course with a better understanding of themselves and their connection to others, and apply their self-knowledge to their personal goals and relationships. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 131 The Science of Mental Illness 3 Credits

The Science of Mental Illness explores the biological bases of mental health and mental illness, focusing on anxiety, mood disorders, schizophrenia, and Alzheimer's Disease. This course examines the neural networks of these conditions, common psychiatric medications for treating them, studies of the long-term efficacy and effects of using psychiatric medications, and the psychological and biological capacities for improving mental health. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 210 Organizational Psychology 3 Credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

Prerequisite(s): PSY 100.

PSY 212 Introduction to Applied Behavior Analysis 3 Credits

Presents a review of classical and operant conditioning, data collection and research design, data analysis and interpretation. In addition, assessment and treatment strategies in a variety of settings, contingency management in institution, classroom and home, systematic self-desensitization, and ethical consideration are discussed.

Prerequisite(s): PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 218 Psychology of Women 3 Credits

Examines the psychological development of women in our culture from birth to maturity, with an emphasis on the interaction of biological and social influences on personality, social behavior, and achievement of women. Investigates psychological sex differences in terms of current measurement approaches. Readings and text are drawn from psychological theory and research.

Prerequisite(s): PSY 100.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. **Prerequisite(s):** PSY 100.

PSY 226 Cognitive Psychology 3 Credits

The study of the mind has been the focus of psychology since its inception in the 19th century. Today, the majority of psychological research focuses on the cognitive system and its biological basis. This course will provide an overview of knowledge regarding the components of the human cognitive system (e.g., attention, memory, executive processes) and how they form the basis for higher-order cognitive skills (e.g., language and decision making). The course will provide a history of the field and the methodologies that have been and are currently being used to study the human mind. Each section of the course will include an overview of basic and applied research to demonstrate how knowledge of the cognitive system can be used to enhance human functioning in applied settings and better understand human limitations and tendencies to commit certain types of errors.

Prerequisite(s): PSY 100.

PSY 230 Child Development 3 Credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

PSY 231 Youth and Adolescent Development 3 Credits

Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

PSY 237 Cognitive Disabilities 3 Credits

Investigates various types of intellectual differences, focusing on etiology, methods of diagnosis, programs and services available to individuals and families. Considers problems relating to adjustment in academic, social, and vocational areas.

PSY 238 Sensation and Perception 3 Credits

The facts and theories of sensation and perception, their role in the total psychology of the individual, and current application are examined.

Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 250 Psychology of Aging 3 Credits

This survey course focuses on basic psychological issues in the aging process and in the elderly. It examines myths and stereotypes about aging and the elderly by way of research evidence pertaining to physical, psychological, and social changes accompanying aging.

Prerequisite(s): PSY 100.

PSY 255 Biopsychology 3 Credits

Basic biological structures and processes underlying behavior, including general neuroanatomy and neurophysiology; sensory physiology; structure and function of the motor systems; physiology of emotions, motivation, learning, memory; brain dysfunction; psychoactive drugs.

Prerequisite(s): PSY 100.

PSY 279 Psychology and Law 3 Credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making

Prerequisite(s): PSY 100.

PSY 283 Sport Psychology 3 Credits

This survey course will focus on the social and psychological factors related to performance and participation in sport and exercise, health, and injury rehabilitation settings. Two general questions will be explored: (a) how do social and psychological variables influence performance and participation in physical activity pursuits? And (b) how does physical activity participation affect the psychological well-being of the individual? To better understand these questions, this course will overview theoretical and methodological approaches to a variety of sport and exercise psychology topics, including: socialization, motivation, group processes, competition, and performance enhancement. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): PSY 100.

PSY 295 Directed Study in Psychology 1-4 Credits

Provides an opportunity for students to obtain research experiences in psychology. Consists of a combination of project meetings, assigned readings and supervised research. Each student will work with a selected faculty member on a topic of mutual interest. Projects may include learning some components of research methods and applying these techniques to the collection and analysis of data. Provides focused reading and discussion as it relates to each student's research topic.

Prerequisite(s): PSY 100; psychology majors or minors and permission of instructor and chair.

PSY 299 Field Placement in Applied Behavior Analysis 1-4 Credits

The practicum provides hands-on experience using the tools of applied behavior analysis in a field setting. Provides supervised field placement experience in an approved institution or agency in order for students to gain knowledge in applications of applied behavior analysis. Placement is made in various community institutions and agencies that offer services to diverse populations.

Prerequisite(s): PSY 100, PSY 212.

PSY 302 Research Methods: Cognition 4 Credits

Provides students with an in-depth coverage of the expanding field of cognition and memory. Addresses issues and research within the field. Emphasis is on current views of human memory. Students learn how to design and conduct their own experiments from the topic areas of information processing, psycholinguistics, problem solving, learning and memory, social cognition, and cognitive neuroscience. Laboratory skills include programming computers, developing multimedia stimuli, recording psycho-physiological data, and composing an APA-format research report in a network-based writing lab. Prerequisite(s): a grade of "C" in PSY 201; PSY 225, PSY 237 or PSY 325 or permission of instructor. **Corequisite(s):** PSY 302L.

PSY 302L Research Methods: Cognition Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 302.

PSY 303 Research Methods: Social Psychology 4 Credits

Covers research methodology within the context of social psychology (i.e., topics include altruism, aggression, attraction and social perception). Both experimental and descriptive methodologies will be covered. Students learn about various aspects of the research process (e.g., design and execution of a social psychological study, analyzing and interpreting the results). Students also learn to integrate their research findings to produce an APA-style paper. Students use computer-based word processing and statistical analysis packages to achieve these goals. Prerequisite(s): a grade of "C" in PSY 201; PSY 240 or PSY 279 or permission of instructor.

Corequisite(s): PSY 303L.

PSY 303L Research Methods: Social Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 303.

PSY 305 Theories of Psychotherapy 3 Credits

An exploration of the history and theory of the psychoanalytic, behavioral, and humanistic approaches to psychotherapy. Comparisons and contrasts between these therapeutic modalities are discussed, as well as the theory underlying specific therapeutic techniques such as dynamic interpretations, dream analysis, the analysis of resistance and transference, counter-conditioning, modeling, and cognitive restructuring. Class exercises in addition to transcripts and tape recordings from therapy sessions are used to illustrate the various therapeutic approaches.

Prerequisite(s): PSY 215 or PSY 220 or permission of instructor.

PSY 306 Research Methods: Sensation & Perception 4 Credits

Provides instruction in research design, research methods, and integration of data analysis and methodology within the content framework of sensation and perception. All the general psychology research methods are taught. Special emphasis is given to the study of human vision and audition. Students design, conduct, and report laboratory research in the areas of sensation and perception. The computer-based components of the laboratory include lessons on interactive software instrumentation for research, and network-based technical writing using APA format. Projects are conducted during the term. Each student uses a dedicated networked Macintosh computer to: a) develop and generate research stimuli and procedures, b) analyze and report research data, and c) write formal research reports. Prerequisite(s): a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 306L.

PSY 306L Sensation & Perception Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 306.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 324 Play and Imagination 3 Credits

This course surveys two of the most important manifestations of children's imagination: pretend play and imaginary companions. It will discuss the evolution of play, the purpose of play, the role of play in the development of creativity, and individual differences in play (e.g., among children of different gender, cultures, and ability levels). Finally, it will discuss the application of play to therapeutic methods for children.

PSY 325 Cognitive Development 3 Credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

Prerequisite(s): PSY 100.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 330 Developmental Disabilities 3 Credits

Introduces students to the genetic, biological, sensory-motor, cognitive, and social-emotional foundations of developmental disabilities. Selected syndromes will be reviewed in depth, as will treatments and intervention at the individual and family levels.

Prerequisite(s): PSY 230, PSY 231 or PSY 237.

PSY 333 Autism Spectrum Disorders 3 Credits

Provides students with a general understanding of the etiology, neurocognitive underpinnings, and general characteristics of the autism spectrum disorders. The course will examine the history of the study of these disorders, the main problems associated with these conditions, and will explore psycho-educational treatment alternatives.

Prerequisite(s): PSY 230, PSY 231, PSY 237, or PSY 330.

PSY 335 Research Methods: Human Cognitive Neuroscience 4 Credits

Covers the interdisciplinary study of the nervous system integrating neurobiology, physiology, pharmacology, and psychology as explanations for both normal and pathological human behavior. Topics integrate molecular levels of analysis, such as neuron structure and function, neurotransmitters, action potentials, and receptors, with molar levels, such as sensory and hormonal processes, learning and memory, emotions, drug use, and biological rhythms. Introduces research techniques used to study the function of the nervous system and the neural bases of behavior in humans. Neuroanatomical, electrophysiological, pharmacological, and neuropsychological assessment techniques may be explored as part of laboratory or field research projects designed in collaboration with the instructor. **Prerequisite(s):** grade of "C" or better in PSY 201 and PSY 255 or permission of instructor.

Corequisite(s): PSY 335L.

PSY 335L Research Methods: Human Cognitive Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 335.

PSY 336 Research Methods: Animal Learning & Behavior 4 Credits

Provides a comprehensive overview of the acquisition and modification of the behavior of animals, especially on laboratory strains of rodents and pigeons. Core topics include respondent and operant conditioning, animal cognition, observational learning, animal safety and welfare, single-subject and between-groups approaches to methodology, and the statistical analysis of the results of studies of behavior. The laboratory component of the course provides a comprehensive overview of animal handling and maintenance, animal welfare, and the recording of experimental results. Two substantial projects are undertaken; demonstration of a conditioned taste aversion and its effect upon the acquisition and extinction of an operant (bar press) response and subsequent discrimination and reversal learning. Results of both projects are written into APA-formatted reports. **Prerequisite(s):** a grade of "C" in PSY 201, PSY 225 or permission of instructor.

Corequisite(s): PSY 336L.

PSY 336L Animal Learning and Behavior Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 336.

PSY 339 Research Methods in Applied Behavior Analysis 4 Credits

This upper-level laboratory course will provide students with in-depth study of the principles and applications of Applied Behavior Analysis. Students will examine behavioral principles, ethical considerations and real-life applications of ABA. Each student will design and implement a self-management plan to alter a behavior of their choosing. **Prerequisite(s):** PSY 100.

Corequisite(s): PSY 339L.

PSY 339L Research Methods in ABA Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 339.

PSY 340 Research Methods: Group Dynamics 4 Credits

Focuses on selected issues pertaining to group dynamics. Emphasizes an understanding of the personality and social factors that influence the functioning of unstructured and task-oriented groups. Students participate in a task group for the purpose of conducting a comprehensive research project on selected issues in group dynamics and the psychology of groups. The task group prepares an APA-style paper describing their research as well as an in-class presentation. Each student also submits a midterm and final written analysis of the interactional processes and development of the task group. **Prerequisite(s):** a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 340L.

PSY 340L Group Dynamics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 340.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 350 Research Methods: Developmental Psychology 4 Credits

Focuses on one or more research areas in cognitive, personality, or social development. Includes an overview of major theoretical approaches to age-related change. Students review original research on selected aspects of behavioral change. The laboratory component of the course presents an overview of developmental research designs and methods focusing on the measurement of age-related change in psychological functioning. Students conduct field research projects designed in collaboration with the instructor and prepare an APA-style research report. **Prerequisite(s):** a grade of "C" in PSY 201 and PSY 230 or permission of instructor.

Corequisite(s): PSY 350L.

PSY 350L Developmental Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 350.

PSY 360 Psychology of Peace & Conflict 3 Credits

This course examines issues related to peace, conflict, violence, and conflict resolution. Theories and strategies that suggest ways of reducing and eliminating conflict are discussed. Psychological and social causes and consequences of violence and nonviolence are considered.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 367 Creativity and Innovation 3 Credits

What is creativity, and how do we measure, study, and enhance it? This course will survey the modern theories of creativity from a psychological perspective, with an emphasis on the processes that underlie creative thinking and the variables that influence creative idea generation. Specific topics will include: convergent and divergent thinking, the role of the unconscious in creative ideation, flow and mindfulness, individual and group creativity, techniques such as brainstorming and creative problem solving, the neuroscience of creativity, the role of motivation, and creativity and innovation in organizations. Discussions of theoretical findings will be complemented by in-class activities and assignments that highlight applications to day-to-day living and to larger-scale challenges that require creativity and innovation.

Prerequisite(s): PSY 100.

PSY 372 States of Consciousness 3 Credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

Prerequisite(s): PSY 100.

PSY 373 Cyberpsychology 3 Credits

Cyberpsychology is the study of how emerging computer technologies, especially social media, affect the way people think, feel, and behave both online and in the face-to-face world. This course explores a wide range of topics concerning this rapidly developing field of psychology, including how individuals, interpersonal relationships, and groups function in cyberspace with both positive and negative consequences for mental health. It emphasizes an understanding of the basic concepts of cyberpsychology along with the implications of this knowledge for improving wellbeing in the digital age.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 375 Psychology and Film 3 Credits

Attitudes, perceptions and memories are shaped by motion pictures. Filmmakers create enduring images by using cinematic techniques to portray social and interpersonal themes. This course will examine various cinematic techniques as well as how film portrays interpersonal relations, gender roles, race relations, mental illness, The Holocaust, and other genocides.

Prerequisite(s): PSY 100.

PSY 377 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

Prerequisite(s): PSY 230 or PSY 231.

PSY 381 Psychology of Gender 3 Credits

This course examines the meaning of sex and gender in modern society. The course readings and discussion will review and analyze the influence of gender on human behavior and emotions. The course will examine the significance of gender in shaping experience. Topics will include: gender differences in behavior, gender role development, gender and sexual identity, gender and social roles, cross-cultural perspectives on gender and transcending gender.

Prerequisite(s): PSY 100, PSY 218 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

PSY 383 Psychology and Culture 3 Credits

Students enrolled in this course will critically examine the intersection of culture and psychology. Topics covered include cultural influences on: identity, the perceptions and manifestations of mental illness, and treatment seeking.

Prerequisite(s): PSY 100.

PSY 384 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 384 is crosslisted with PSY 584.

Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.

Prerequisite(s): PSY 100.

PSY 386 Introduction to Child Life: Working with Children and Families in Healthcare Settings 3 Credits

The course provides the student with an introduction to the practice of Child Life in healthcare settings, serving as an educational foundation for those interested in pursuing a Child Life internship or other career working with children and families in a healthcare setting. Child Life programs seek to promote optimum development of children, adolescents, and families within a healthcare setting by helping to maintain normal living patterns and minimizing psychological trauma. Various theoretical positions related to the field (including but not limited to child development, play, stress, illness, trauma, and bereavement) will be described and their implications discussed. Classroom activities and assignments will help to develop relevant clinical skills including therapeutic play techniques, procedural preparation and support, coping strategies, child assessment, promoting advocacy/family-centered care, and health education. Official documents created by the Child Life Council, the certifying body for the field, will be reviewed, in addition to other seminal Child Life publications. The necessity for evidence-based practice will be discussed and relevant empirical studies will be presented (including those conducted in analogous academic fields such as developmental pediatrics and behavioral medicine).

Prerequisite: PSY 230.

PSY 388 Learning and the Experimental Analysis of Behavior 3 Credits

Students will review principles of behavior covered in PSY 212 Intro to ABA and move into more complex concepts and principles of behavior analysis including respondent behavior, respondent conditioning, motivating operations, schedules of reinforcement, and verbal operants. Students will also learn elements of behavior change and specific behavior-change procedures including: verbal behavior training, discrete trial training, interventions based on motivating operations and discriminative stimuli, and stimulus equivalence procedures.

PSY 389 Professional Issues in ABA 3 Credits

This course will provide students interested in working in the field of applied behavior analysis at the bachelor's level content based on the task list of the Behavior Analyst Certification Board (BACB). The course covers ethical and professional considerations relevant to the profession of applied behavior analysis as well as ethical and disciplinary standards of the profession. In addition, the course covers behavioral assessment and intervention, competency-based training, and evaluating the effectiveness of behavioral programs. Students will also have the opportunity to read seminal and current research literature on the topics.

PSY 395 Special Topics in Psychology 3 Credits

This course examines contemporary issues in psychology, with the particular topic varying each time it is offered. New directions in the field and/or current controversies will be the focus. Past offerings include Positive Psychology, Creativity, and Brain Games.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 420 History of Psychology 3 Credits

Provides a coverage of systems and schools of psychology; great psychologists, their contributions, and later influence in psychology. Current psychological problems are also discussed.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

PSY 491 Internship in Psychology 1-4 Credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology.

Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.

Prerequisite(s): senior psychology majors or minors.

PSY 501 Introduction to Applied Psychology Skills 3 Credits

This course will provide students with an examination of several facets of applied psychology with a focus on consuming research, understanding differences in methods and perspectives, writing according to APA style, and demonstrating understanding of several methods and perspectives in applied psychology. These are necessary skills to function meaningfully in the field. We will review and evaluate scholarly literature from across several psychology application areas. This course is available to MA Applied Psychology students only and should be taken near the beginning of entering the MA program.

PSY 510 Introduction to Applied Behavior Analysis 3 Credits

This course will provide an introduction to applied behavior analysis. Students will learn the history and defining features of the field. Due to the scientific nature of applied behavior analysis, students will also learn characteristics and processes associated with the scientific method. Furthermore, foundational concepts will be defined, along with relevant behavior change procedures.

PSY 511 Principles of Learning 3 Credits

This course will provide students with more in depth understanding of the philosophical assumptions, characteristics and basic principles of behavior analysis. Students will have the opportunity to review concepts learned during Introduction to Applied Behavior Analysis. This course will also provide an introduction to the basic research in behavior analysis. Students will become more fluent in definitions, characteristics, principles, processes, and concepts of behavior analysis.

Prerequisite(s): PSY 510.

PSY 513 Observational Methods and Functional Assessment 3 Credits

This course is designed to provide knowledge and skills of methodologies to conduct a thorough behavioral assessment, interpret the assessment data, and identify goals for treatment. Topics will include direct observation/data collection methods, data analysis, functional assessment, stimulus preference and reinforcer assessments, and ethical and professional issues. The second half of the course will deal specifically with functional analysis including the history of and variations to the methodology. The relationship between assessment techniques and the development of the least-restrictive but most effective behavioral intervention will also be discussed.

Prerequisite(s): PSY 510, PSY 511.

PSY 514 Single Subject Research Design and Analysis 3 Credits

Students will be introduced to the basic evaluative methods used in behavior analysis including various models of single subject design such as multiple baselines, reversal designs, and alternating treatment models. Students will design analyses, collect data, graphically display their data, and provide an analysis of findings. Students will read original behavior analytic research articles and practice analysis of findings.

Prerequisite(s): PSY 510, PSY 511.

PSY 515 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 516 Creating Effective & Ethical Interventions 3 Credits

This course will familiarize the student with ethical issues and responsibilities of behavior analysts working in applied settings. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

PSY 518 Organizational Behavior Management 3 Credits

This course will provide an overview of research and practice in the field of Organizational Behavior Management (OBM), also referred to as Performance Management in organizational settings. Performance Management is a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology. The concepts and techniques used in Performance Management originated from the field of behavior analysis.

PSY 520 Interventions for Challenging Behavior 3 Credits

Students will review principles of behavior in the context of application to functional assessment and treatment of socially significant problem behavior. Topics including extinction, functional communication training, differential reinforcement, choice, environmental manipulations, and punishment will be covered. Students will move through the process of developing function-based interventions and writing behavior plans.

Prerequisite(s): PSY 510.

PSY 525 Cognitive Development 3 Credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

PSY 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 Autism 3 Credits

The purpose of this course is to provide students with a general understanding of the clinical characteristics of autism spectrum disorders. The course will briefly address etiology and neurocognitive underpinnings of these disorders but will focus on psycho-educational interventions. The course will be taught from an applied behavior analytic perspective.

PSY 535 Language Assessment and Intervention 3 Credits

Students will be introduced to the classification of verbal responses, both vocal and non-vocal. Using videotaped examples, students will categorize observed verbal behavior. Students will be provided with practical tools for the assessment of verbal behavior, as well as an array of intervention strategies. A focus will include the design of teaching strategies to enhance language acquisition, as well as ongoing evaluation of intervention efficacy will be employed.

Prerequisite(s): PSY 510, PSY 511.

PSY 536 Social Skills Assessment & Intervention 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(s): PSY 510, PSY 511.

PSY 545 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

PSY 550 Behavior Analytic Approaches to Health and Physical Activity 3 Credits

The application of behavior analytic methods, practices, and principles has been demonstrated through research and clinical applications to be effective at changing health and fitness behavior. This course will provide an overview of research and practice in applying behavior analytic principles to changing health behavior and physical activity. Behavior change across various populations will be covered including both adults and children with and without disabilities. Discussion will focus on both functional assessment as well as interventions effective at changing health and physical activity including self-management, self-monitoring, goal setting, contingency management, etc. Students will spend the semester implementing self-management projects for their own health and/or fitness behavior.

PSY 565 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

PSY 567 Multicultural Perspectives in Applied Psychology 3 Credits

In this graduate level course, students will examine in-depth, culture and identity formation, social relationships, the perception and manifestation of mental illness, and treatment seeking among other areas. Additionally, given the increasing diversity of communities in the US, the course will also focus on immigration, acculturation, discrimination, and the psychological correlates of each. Implications of these factors for emerging practitioners will also be covered.

PSY 572 States of Consciousness 3 Credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

PSY 574 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

PSY 577 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

PSY 582 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

PSY 584 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 584 is crosslisted with PSY 384.

PSY 590 Field Placement in Applied Behavior Analysis 3 Credits

The applied behavior analysis practicum includes a required field placement of 15 hours per week and periodic on campus meetings. The practicum experience will allow students to experience the professional life of a behavior analyst in one of several preapproved sites. Sites approved include those for children, adolescents or adults with disabilities. Placements will be selected in consultation with the Practicum Coordinator and will require a written practicum plan from the cooperating field supervisor.

Prerequisite(s): PSY 510, PSY 511, PSY 513, PSY 514.

PSY 595 Selected Topics in Applied Psychology 3 Credits

Students will actively engage in an in-depth inquiry into a special topic area concerning applied psychology. Though the topics will change, students will be required to read and discuss current literature as well as considering the application of tools of the discipline to research questions of their own.

PSY 600 ABA Thesis I 1 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 601 ABA Thesis II 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 602 ABA Thesis III 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 690 Independent Research and Study 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. Permission of Instructor.

PSY 700 ABA Thesis I 1 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 701 ABA Thesis II 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 702 ABA Thesis III 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 720 Practicum in ABA 3 Credits

The Master in Applied Psychology - Applied Behavior Analysis (MAP-ABA) program's practicum offers students supervision from Rider's MAP-ABA faculty and a variety of high quality in-vivo experiences, under the direct supervision of a Rider-Approved Board Certified Behavior Analyst (BCBA), during which students apply the skills acquired in coursework.

Prerequisite(s): PSY 510, PSY 511.

Psychology Online

Overview

The Online Psychology degree program, allows students to develop a strong foundation in the theory and scientific methodology behind psychology, as well as its many practical applications. Students

will strengthen their critical thinking and communication skills, and learn how to conduct and analyze basic research. The insights and knowledge acquired will prepare students for financially and personally rewarding careers in fields ranging from business to education, health care to social service. In addition to strong basic and (http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/psychology-adult-students)psychology core courses, the Online B.A. in Psychology gives students the flexibility to explore their academic and career interests in the field. Students will choose from a selection of classes especially designed to build their understanding of themselves and the world around them.

Degree Offered

- B.A. in Psychology

Contact

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Program Website: Psychology B.A. Online (http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/online-psychology)

Associated College: College of Continuing Studies (http://www.rider.edu/academics/colleges-schools/college-continuing-studies)

Related Programs: (http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/majors-minors-certificates/biology)

- Psychology (p. 178)
- Organizational Psychology (B.S.B.A.) (p. 174)
- Organizational Psychology (B.A.) (p. 178)

Psychology Online Program Requirements

(40 credits)

Code	Title	Credits
Core Requirements		
See College of Continuing Studies Core Requirements (p. 199)		45-47
Psychology Core		13
PSY 100	Intro To Psychology	
PSY 105	Introduction to Research in Psychology	
PSY 201	Statistics and Research Design	
Choose one of the following (4 credits):		
PSY 339/PSY 339L	Research Methods in Applied Behavior Analysis	
Psychology Lower Level		12
Choose four of the following:		
PSY 210	Organizational Psychology	
PSY 215	Personality	
PSY 220	Abnormal Psychology	
PSY 230	Child Development	
PSY 231	Youth and Adolescent Development	
PSY 240	Social Psychology	

PSY 279	Psychology and Law	
PSY 283	Sport Psychology	
Psychology Upper Level		12
Choose four of the following:		
PSY 325	Cognitive Development	
PSY 345	Health Psychology	
PSY 360	Psychology of Peace & Conflict	
PSY 365	Drugs and Human Behavior	
PSY 367	Creativity and Innovation	
PSY 373	Cyberpsychology	
PSY 375	Psychology and Film	
PSY 377	Developmental Psychopathology	
PSY 382	Aging, Brain, and Cognition	
PSY 383	Psychology and Culture	
PSY 384	Positive Psychology	
PSY 385	Death, Dying and Suicide	
PSY 388	Learning and the Experimental Analysis of Behavior	
PSY 389	Professional Issues in ABA	
PSY 395	Special Topics in Psychology	
Capstone Course		3
Choose one of the following:		
PSY 400	Senior Seminar	
PSY 420	History of Psychology	
PSY 490	Independent Study: Research and Creative Expression	
PSY 491	Internship in Psychology	
Free Electives		36-34
Total Credits		121

Courses and Descriptions

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 110 Psychology: The Science of Well-being 3 Credits

This course uses theory and methods of psychology to examine the question: How to make a good life? Students will learn how psychology examines the ways motivation, intellect, relationships, self-respect and a healthy lifestyle contribute to happiness, well-being, and flourishing. Students will learn how psychology examines human nature through observation and experimentation. Students will understand how psychology applies research to improve human well-being. Students will leave the course with a better understanding of themselves and their connection to others, and apply their self-knowledge to their personal goals and relationships. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 131 The Science of Mental Illness 3 Credits

The Science of Mental Illness explores the biological bases of mental health and mental illness, focusing on anxiety, mood disorders, schizophrenia, and Alzheimer's Disease. This course examines the neural networks of these conditions, common psychiatric medications for treating them, studies of the long-term efficacy and effects of using psychiatric medications, and the psychological and biological capacities for improving mental health. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 210 Organizational Psychology 3 Credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

Prerequisite(s): PSY 100.

PSY 212 Introduction to Applied Behavior Analysis 3 Credits

Presents a review of classical and operant conditioning, data collection and research design, data analysis and interpretation. In addition, assessment and treatment strategies in a variety of settings, contingency management in institution, classroom and home, systematic self-desensitization, and ethical consideration are discussed.

Prerequisite(s): PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 218 Psychology of Women 3 Credits

Examines the psychological development of women in our culture from birth to maturity, with an emphasis on the interaction of biological and social influences on personality, social behavior, and achievement of women. Investigates psychological sex differences in terms of current measurement approaches. Readings and text are drawn from psychological theory and research.

Prerequisite(s): PSY 100.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. **Prerequisite(s):** PSY 100.

PSY 226 Cognitive Psychology 3 Credits

The study of the mind has been the focus of psychology since its inception in the 19th century. Today, the majority of psychological research focuses on the cognitive system and its biological basis. This course will provide an overview of knowledge regarding the components of the human cognitive system (e.g., attention, memory, executive processes) and how they form the basis for higher-order cognitive skills (e.g., language and decision making). The course will provide a history of the field and the methodologies that have been and are currently being used to study the human mind. Each section of the course will include an overview of basic and applied research to demonstrate how knowledge of the cognitive system can be used to enhance human functioning in applied settings and better understand human limitations and tendencies to commit certain types of errors.

Prerequisite(s): PSY 100.

PSY 230 Child Development 3 Credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

PSY 231 Youth and Adolescent Development 3 Credits

Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

PSY 237 Cognitive Disabilities 3 Credits

Investigates various types of intellectual differences, focusing on etiology, methods of diagnosis, programs and services available to individuals and families. Considers problems relating to adjustment in academic, social, and vocational areas.

PSY 238 Sensation and Perception 3 Credits

The facts and theories of sensation and perception, their role in the total psychology of the individual, and current application are examined.

Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 250 Psychology of Aging 3 Credits

This survey course focuses on basic psychological issues in the aging process and in the elderly. It examines myths and stereotypes about aging and the elderly by way of research evidence pertaining to physical, psychological, and social changes accompanying aging.

Prerequisite(s): PSY 100.

PSY 255 Biopsychology 3 Credits

Basic biological structures and processes underlying behavior, including general neuroanatomy and neurophysiology; sensory physiology; structure and function of the motor systems; physiology of emotions, motivation, learning, memory; brain dysfunction; psychoactive drugs.

Prerequisite(s): PSY 100.

PSY 279 Psychology and Law 3 Credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making

Prerequisite(s): PSY 100.

PSY 283 Sport Psychology 3 Credits

This survey course will focus on the social and psychological factors related to performance and participation in sport and exercise, health, and injury rehabilitation settings. Two general questions will be explored:

(a) how do social and psychological variables influence performance and participation in physical activity pursuits? And (b) how does physical activity participation affect the psychological well-being of the individual? To better understand these questions, this course will overview theoretical and methodological approaches to a variety of sport and exercise psychology topics, including: socialization, motivation, group processes, competition, and performance enhancement. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): PSY 100.

PSY 295 Directed Study in Psychology 1-4 Credits

Provides an opportunity for students to obtain research experiences in psychology. Consists of a combination of project meetings, assigned readings and supervised research. Each student will work with a selected faculty member on a topic of mutual interest. Projects may include learning some components of research methods and applying these techniques to the collection and analysis of data. Provides focused reading and discussion as it relates to each student's research topic.

Prerequisite(s): PSY 100; psychology majors or minors and permission of instructor and chair.

PSY 299 Field Placement in Applied Behavior Analysis 1-4 Credits

The practicum provides hands-on experience using the tools of applied behavior analysis in a field setting. Provides supervised field placement experience in an approved institution or agency in order for students to gain knowledge in applications of applied behavior analysis. Placement is made in various community institutions and agencies that offer services to diverse populations.

Prerequisite(s): PSY 100, PSY 212.

PSY 302 Research Methods: Cognition 4 Credits

Provides students with an in-depth coverage of the expanding field of cognition and memory. Addresses issues and research within the field. Emphasis is on current views of human memory. Students learn how to design and conduct their own experiments from the topic areas of information processing, psycholinguistics, problem solving, learning and memory, social cognition, and cognitive neuroscience. Laboratory skills include programming computers, developing multimedia stimuli, recording psycho-physiological data, and composing an APA-format research report in a network-based writing lab. Prerequisite(s): a grade of "C" in PSY 201; PSY 225, PSY 237 or PSY 325 or permission of instructor.

Corequisite(s): PSY 302L.

PSY 302L Research Methods: Cognition Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 302.

PSY 303 Research Methods: Social Psychology 4 Credits

Covers research methodology within the context of social psychology (i.e., topics include altruism, aggression, attraction and social perception). Both experimental and descriptive methodologies will be covered. Students learn about various aspects of the research process (e.g., design and execution of a social psychological study, analyzing and interpreting the results). Students also learn to integrate their research findings to produce an APA-style paper. Students use computer-based word processing and statistical analysis packages to achieve these goals. Prerequisite(s): a grade of "C" in PSY 201; PSY 240 or PSY 279 or permission of instructor.

Corequisite(s): PSY 303L.

PSY 303L Research Methods: Social Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 303.

PSY 305 Theories of Psychotherapy 3 Credits

An exploration of the history and theory of the psychoanalytic, behavioral, and humanistic approaches to psychotherapy. Comparisons and contrasts between these therapeutic modalities are discussed, as well as the theory underlying specific therapeutic techniques such as dynamic interpretations, dream analysis, the analysis of resistance and transference, counter-conditioning, modeling, and cognitive restructuring. Class exercises in addition to transcripts and tape recordings from therapy sessions are used to illustrate the various therapeutic approaches.

Prerequisite(s): PSY 215 or PSY 220 or permission of instructor.

PSY 306 Research Methods: Sensation & Perception 4 Credits

Provides instruction in research design, research methods, and integration of data analysis and methodology within the content framework of sensation and perception. All the general psychology research methods are taught. Special emphasis is given to the study of human vision and audition. Students design, conduct, and report laboratory research in the areas of sensation and perception. The computer-based components of the laboratory include lessons on interactive software instrumentation for research, and network-based technical writing using APA format. Projects are conducted during the term. Each student uses a dedicated networked Macintosh computer to: a) develop and generate research stimuli and procedures, b) analyze and report research data, and c) write formal research reports. Prerequisite(s): a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 306L.

PSY 306L Sensation & Perception Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 306.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 324 Play and Imagination 3 Credits

This course surveys two of the most important manifestations of children's imagination: pretend play and imaginary companions. It will discuss the evolution of play, the purpose of play, the role of play in the development of creativity, and individual differences in play (e.g., among children of different gender, cultures, and ability levels). Finally, it will discuss the application of play to therapeutic methods for children.

PSY 325 Cognitive Development 3 Credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

Prerequisite(s): PSY 100.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 330 Developmental Disabilities 3 Credits

Introduces students to the genetic, biological, sensory-motor, cognitive, and social-emotional foundations of developmental disabilities. Selected syndromes will be reviewed in depth, as will treatments and intervention at the individual and family levels.

Prerequisite(s): PSY 230, PSY 231 or PSY 237.

PSY 333 Autism Spectrum Disorders 3 Credits

Provides students with a general understanding of the etiology, neurocognitive underpinnings, and general characteristics of the autism spectrum disorders. The course will examine the history of the study of these disorders, the main problems associated with these conditions, and will explore psycho-educational treatment alternatives.

Prerequisite(s): PSY 230, PSY 231, PSY 237, or PSY 330.

PSY 335 Research Methods: Human Cognitive Neuroscience 4 Credits

Covers the interdisciplinary study of the nervous system integrating neurobiology, physiology, pharmacology, and psychology as explanations for both normal and pathological human behavior. Topics integrate molecular levels of analysis, such as neuron structure and function, neurotransmitters, action potentials, and receptors, with molar levels, such as sensory and hormonal processes, learning and memory, emotions, drug use, and biological rhythms. Introduces research techniques used to study the function of the nervous system and the neural bases of behavior in humans. Neuroanatomical, electrophysiological, pharmacological, and neuropsychological assessment techniques may be explored as part of laboratory or field research projects designed in collaboration with the instructor. Prerequisite(s): grade of "C" or better in PSY 201 and PSY 255 or permission of instructor.

Corequisite(s): PSY 335L.

PSY 335L Research Methods: Human Cognitive Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 335.

PSY 336 Research Methods: Animal Learning & Behavior 4 Credits

Provides a comprehensive overview of the acquisition and modification of the behavior of animals, especially on laboratory strains of rodents and pigeons. Core topics include respondent and operant conditioning, animal cognition, observational learning, animal safety and welfare, single-subject and between-groups approaches to methodology, and the statistical analysis of the results of studies of behavior. The laboratory component of the course provides a comprehensive overview of animal handling and maintenance, animal welfare, and the recording of experimental results. Two substantial projects are undertaken; demonstration of a conditioned taste aversion and its effect upon the acquisition and extinction of an operant (bar press) response and subsequent discrimination and reversal learning. Results of both projects are written into APA-formatted reports. Prerequisite(s): a grade of "C" in PSY 201, PSY 225 or permission of instructor.

Corequisite(s): PSY 336L.

PSY 336L Animal Learning and Behavior Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 336.

PSY 339 Research Methods in Applied Behavior Analysis 4 Credits

This upper-level laboratory course will provide students with in-depth study of the principles and applications of Applied Behavior Analysis. Students will examine behavioral principles, ethical considerations and real-life applications of ABA. Each student will design and implement a self-management plan to alter a behavior of their choosing. Prerequisite(s): PSY 100.

Corequisite(s): PSY 339L.

PSY 339L Research Methods in ABA Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 339.

PSY 340 Research Methods: Group Dynamics 4 Credits

Focuses on selected issues pertaining to group dynamics. Emphasizes an understanding of the personality and social factors that influence the functioning of unstructured and task-oriented groups. Students participate in a task group for the purpose of conducting a comprehensive research project on selected issues in group dynamics and the psychology of groups. The task group prepares an APA-style paper describing their research as well as an in-class presentation. Each student also submits a midterm and final written analysis of the interactional processes and development of the task group.

Prerequisite(s): a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 340L.

PSY 340L Group Dynamics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 340.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 350 Research Methods: Developmental Psychology 4 Credits

Focuses on one or more research areas in cognitive, personality, or social development. Includes an overview of major theoretical approaches to age-related change. Students review original research on selected aspects of behavioral change. The laboratory component of the course presents an overview of developmental research designs and methods focusing on the measurement of age-related change in psychological functioning. Students conduct field research projects designed in collaboration with the instructor and prepare an APA-style research report. Prerequisite(s): a grade of "C" in PSY 201 and PSY 230 or permission of instructor.

Corequisite(s): PSY 350L.

PSY 350L Developmental Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 350.

PSY 360 Psychology of Peace & Conflict 3 Credits

This course examines issues related to peace, conflict, violence, and conflict resolution. Theories and strategies that suggest ways of reducing and eliminating conflict are discussed. Psychological and social causes and consequences of violence and nonviolence are considered.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 367 Creativity and Innovation 3 Credits

What is creativity, and how do we measure, study, and enhance it? This course will survey the modern theories of creativity from a psychological perspective, with an emphasis on the processes that underlie creative thinking and the variables that influence creative idea generation. Specific topics will include: convergent and divergent thinking, the role of the unconscious in creative ideation, flow and mindfulness, individual and group creativity, techniques such as brainstorming and creative problem solving, the neuroscience of creativity, the role of motivation, and creativity and innovation in organizations. Discussions of theoretical findings will be complemented by in-class activities and assignments that highlight applications to day-to-day living and to larger-scale challenges that require creativity and innovation.

Prerequisite(s): PSY 100.

PSY 372 States of Consciousness 3 Credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

Prerequisite(s): PSY 100.

PSY 373 Cyberpsychology 3 Credits

Cyberpsychology is the study of how emerging computer technologies, especially social media, affect the way people think, feel, and behave both online and in the face-to-face world. This course explores a wide range of topics concerning this rapidly developing field of psychology, including how individuals, interpersonal relationships, and groups function in cyberspace with both positive and negative consequences for mental health. It emphasizes an understanding of the basic concepts of cyberpsychology along with the implications of this knowledge for improving wellbeing in the digital age.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 375 Psychology and Film 3 Credits

Attitudes, perceptions and memories are shaped by motion pictures. Filmmakers create enduring images by using cinematic techniques to portray social and interpersonal themes. This course will examine various cinematic techniques as well as how film portrays interpersonal relations, gender roles, race relations, mental illness, The Holocaust, and other genocides.

Prerequisite(s): PSY 100.

PSY 377 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

Prerequisite(s): PSY 230 or PSY 231.

PSY 381 Psychology of Gender 3 Credits

This course examines the meaning of sex and gender in modern society. The course readings and discussion will review and analyze the influence of gender on human behavior and emotions. The course will examine the significance of gender in shaping experience. Topics will include: gender differences in behavior, gender role development, gender and sexual identity, gender and social roles, cross-cultural perspectives on gender and transcending gender.

Prerequisite(s): PSY 100, PSY 218 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

PSY 383 Psychology and Culture 3 Credits

Students enrolled in this course will critically examine the intersection of culture and psychology. Topics covered include cultural influences on: identity, the perceptions and manifestations of mental illness, and treatment seeking.

Prerequisite(s): PSY 100.

PSY 384 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 384 is crosslisted with PSY 584.

Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.

Prerequisite(s): PSY 100.

PSY 386 Introduction to Child Life: Working with Children and Families in Healthcare Settings 3 Credits

The course provides the student with an introduction to the practice of Child Life in healthcare settings, serving as an educational foundation for those interested in pursuing a Child Life internship or other career working with children and families in a healthcare setting. Child Life programs seek to promote optimum development of children, adolescents, and families within a healthcare setting by helping to maintain normal living patterns and minimizing psychological trauma. Various theoretical positions related to the field (including but not limited to child development, play, stress, illness, trauma, and bereavement) will be described and their implications discussed. Classroom activities and assignments will help to develop relevant clinical skills including therapeutic play techniques, procedural preparation and support, coping strategies, child assessment, promoting advocacy/family-centered care, and health education. Official documents created by the Child Life Council, the certifying body for the field, will be reviewed, in addition to other seminal Child Life publications. The necessity for evidence-based practice will be discussed and relevant empirical studies will be presented (including those conducted in analogous academic fields such as developmental pediatrics and behavioral medicine).

Prerequisite: PSY 230.

PSY 388 Learning and the Experimental Analysis of Behavior 3 Credits

Students will review principles of behavior covered in PSY 212 Intro to ABA and move into more complex concepts and principles of behavior analysis including respondent behavior, respondent conditioning, motivating operations, schedules of reinforcement, and verbal operants. Students will also learn elements of behavior change and specific behavior-change procedures including: verbal behavior training, discrete trial training, interventions based on motivating operations and discriminative stimuli, and stimulus equivalence procedures.

PSY 389 Professional Issues in ABA 3 Credits

This course will provide students interested in working in the field of applied behavior analysis at the bachelor's level content based on the task list of the Behavior Analyst Certification Board (BACB). The course covers ethical and professional considerations relevant to the profession of applied behavior analysis as well as ethical and disciplinary standards of the profession. In addition, the course covers behavioral assessment and intervention, competency-based training, and evaluating the effectiveness of behavioral programs. Students will also have the opportunity to read seminal and current research literature on the topics.

PSY 395 Special Topics in Psychology 3 Credits

This course examines contemporary issues in psychology, with the particular topic varying each time it is offered. New directions in the field and/or current controversies will be the focus. Past offerings include Positive Psychology, Creativity, and Brain Games.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 420 History of Psychology 3 Credits

Provides a coverage of systems and schools of psychology; great psychologists, their contributions, and later influence in psychology. Current psychological problems are also discussed.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

PSY 491 Internship in Psychology 1-4 Credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology. Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.

Prerequisite(s): senior psychology majors or minors.

Public Relations

Program Overview

Public relations students at Rider study the theories behind effective public communication. The program focuses on all facets of practical campaigns, as students learn from professionals in the field as well as their professors. In the capstone course, students work with local corporate or nonprofit clients.

Classroom experiences are augmented by membership in the Rider University Chapter of the Public Relations Student Society of America (PRSSA). (<http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/ba-public-relations/%20http://prssa.prssa.org>) For more information, please visit PRSSA (<http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/bachelors-degree-programs/ba-public-relations/%20http://prssa.prssa.org>) at or Rider PRSSA social media pages: Facebook (<http://www.facebook.com/RiderPRSociety>), (<https://www.facebook.com/RiderPRSociety>) Twitter (<http://twitter.com/riderprsociety>), (<https://twitter.com/riderprsociety>) and Instagram (<http://instagram.com/riderprsociety>)

Curriculum Overview

Core classes in the public relations program include advanced speech, publication design, public relations, feature writing, publicity methods in organizations and cases and campaigns in public relations.

Other classes include communication theory, theories of persuasion, news reporting and writing, copy editing, sports media relations, internal communications, marketing principles, advertising principles and more.

Degree Offered

- B.A. in Public Relations

Contact

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Dean, College of Continuing Studies

Bart Luedeke Center

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Program website: (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>) Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism

Associated Department: Department of Communication and Journalism
(<http://www.rider.edu/comm>)

Related Programs:

- Marketing (p. 89)
- Communication Studies (p. 331)
- English (p. 357)
- Journalism (p. 461)

Public Relations Program Requirements

(48 credits)

Code	Title	Credits
Core Requirements		
See College of Continuing Studies Core Requirements (p. 199)		
Communication and Journalism Core		24
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
COM 107	Persuasive Writing for Media	
COM 131	Fundamentals of Video Production	
COM 264	Intro to Media Convergence	
COM 301	Communication Law	
COM 302	Communication Ethics	
COM 400	Senior Seminar Communication	
Public Relations Track		21
COM 204	Advanced Speech Communication	
COM 212	Publication Design	
COM 240	Public Relations	
COM 316	Feature Writing	
COM 341	Publicity Methods	
COM 348	Communication Research Methods	
COM 440	Cases & Campaigns in PR	
Select one of the following courses:		3
COM 201	Communication Theory	
COM 205	Theories of Persuasion	
COM 210	News Reporting and Writing	
COM 211	Copy Editing	
COM 215	Computer Assisted Reporting	
COM 233	Writing for Broadcast	
COM 253	Organizational Communication	
COM 261	Multimedia Prod I-Inter Design	
COM 347	Sports Media Relations	
COM 360	Adv Publicatn Design & Present	
COM 393	International Communication	
MKT 200	Marketing Principles	
MKT 205	Advertising Principles	
Free Electives		24-26
Total Credits		120

Public Relations Certificate

Program Overview

The Public Relations Certificate is designed for students who have or are pursuing a baccalaureate degree and wish to specialize in the area of public relations. The program includes courses in writing for the media, publication design, speech communication, as well as other areas of public relations. Upon completion of the program, students with a baccalaureate degree receive an official Public Relations Certificate.

Admission Requirements

Minimum admissions requirements for the public relations certificate are:

- a baccalaureate degree or be a candidate for a baccalaureate degree (usually at Rider);
- junior standing or beyond (may take some courses before admission to the program);
- a 2.5 GPA in all undergraduate work or evidence of acceptable public relations experience.

This program is available only to students enrolled in CCS.

Program Completion and Certification

Students will receive their certificates after successfully completing the eight required courses. Students without a baccalaureate degree will receive their certificates after completing the eight required courses and the baccalaureate degree. The notation Public Relations Certificate will appear on the student's Rider transcript when the certificate is awarded. Students leaving CCS for any other Rider undergraduate program before earning the certificate will not be eligible for the certificate.

Contact

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Certificate Requirements

(24 credits)

Code	Title	Credits
Required Courses ¹		
COM 104 or COM 290	Speech Communication Professional/Strategic Speech	3
COM 107	Persuasive Writing for Media	3
COM 212	Publication Design	3
COM 240	Public Relations	3
COM 316	Feature Writing	3
COM 341	Publicity Methods	3
COM 440	Cases & Campaigns in PR	3
Select one of the following: ¹		3
COM 131	Fundamentals of Video Production	
COM 253	Organizational Communication	
COM 280	Issues in Event Planning	
COM 347	Sports Media Relations	

COM 348	Communication Research Methods
Total Credits	24

¹ A grade of "C+" or better in each course is required for the certificate.
A minimum of six (6) of the required courses must be taken at Rider.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media.

Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

Social Work

Program Overview

In a sequence of three social work courses, students learn about the development of welfare and social service programs; they acquire skills in interviewing, case management, and group dynamics; and they gain work experience in a social service agency.

Minor Offered

- Minor in Social Work

Contact

Boris Vilic

Dean, College of Continuing Studies

Bart Luedeke Center 31

609-896-5033

ccs@rider.edu

Program website: Social Work (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/sociology-criminology/sociology-curriculum>)

Associated Department: Sociology Department (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/sociology>)

Related Programs

- Liberal Studies (p. 158)
- Psychology (p. 178)
- Sociology (p. 545)

Social Work Minor Requirements

(18-21 credits)

Code	Title	Credits
SOW 200	Social Services & Social Work	3
SOW 300	Methods Social Work Practice	3
SOW 301	Field Work Experience	3-6
Select one course from each of the following two groups:		
Group I		3
SOC 205	Families	
SOC 248	Social Service Organizations	
SOC 350	Social Policy	
Group II		3
PSY 230	Child Development ¹	
or PSY 231	Youth and Adolescent Development	
One additional course in an area of concentration relevant to social work. ²		3
Total Credits		18-21

¹ PSY 100 is a prerequisite for all Psychology courses.

² Examples of such areas are: Aging, Human Service Organizations, Psychological Counseling, and Criminal Justice. This course is chosen in consultation with an advisor.

Courses and Descriptions

SOC 205 Families 3 Credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

Prerequisite(s): SOC 101.

SOC 248 Social Service Organizations 3 Credits

Examines the growth and variety of social service organizations. The training of providers, such as teachers and physicians, and relationships between professionals and clients in settings such as schools and hospitals are studied as well as organizational decision-making, finances, and community relations.

Prerequisite(s): SOC 101.

SOC 350 Social Policy 3 Credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

Prerequisite(s): SOC 101.

SOW 200 Social Services & Social Work 3 Credits

An overview of the historical development of social work. Emphasis on current issues in social welfare and social service programs in the United States. Among the programs explored are those in public welfare, mental health, medical services, child abuse/neglect, school social work, and care for the elderly.

SOW 300 Methods Social Work Practice 3 Credits

Interviewing techniques are taught and practiced. Skills in forming and running small groups, working with community organizations, and administering social programs are emphasized. Students study how to gather pertinent psycho-social facts about clients, make an assessment, plan an intervention, and successfully complete service to the client.

Students who next will take SOW 301 Field Work Experience will be placed in a social service agency by the end of the semester.

Prerequisite(s): SOW 200.

SOW 301 Field Work Experience 3 Credits

Students observe and work in a social service agency. They study the structure of the agency and the people and roles within it, and develop helping skills with clients. Approximately six to eight hours of field work a week for each three credits are required, plus class sessions during the semester.

Prerequisite(s): SOW 200, SOW 300. May be taken twice in two separate semesters for a maximum of six credits toward the total credits required for graduation.

PSY 230 Child Development 3 Credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

PSY 231 Youth and Adolescent Development 3 Credits

Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

Core Requirements

The College of Continuing Studies core requirements consist of two major areas: Basic Core (p. 199) and the Areas of Knowledge (p. 200). CCS students pursuing the Bachelor of Science in Business Administration should refer to the College of Business Administration's core requirements (p. 106).

The Basic Core

Code	Title	Credits
CMP 120	Expository Writing	
CMP 125	Research Writing	

COM 104	Speech Communication ¹
	Quantitative Skills ²
	Information Technology ³
Total Credits	9 - 15

- ¹ Speech communication is not a core requirement in the Organizational Psychology (B.A. (p. 171)) and Public Relations (B.A.) (p. 195) degree programs.
- ² The quantitative skills requirement can be met by successfully completing one course in college-level mathematics or statistics. For students who don't transfer such a course to Rider, popular offerings include MTH 102 Finite Mathematics, MSD 104 Intro to Quantitative Methods, MSD 105 Quantitative Methods for Business, MSD 200 Statistical Methods I, MSD 201 Statistical Methods II, POL 230 Methods of Political Analysis PSY 105 Introduction to Research in Psychology, PSY 201 Statistics and Research Design, and other math courses approved by an advisor. Quantitative skills is not a core requirement in the Psychology (B.A.) (p. 178), Psychology Online (B.A.) (p. 188) or Organizational Psychology (B.A.) (p. 174) degree program.
- ³ The information technology requirement may be fulfilled by completing CIS 185 Information Systems Essentials. Students who possess sufficient computer experience can gain credit for CIS 185 Information Systems Essentials through assessment (http://www.rider.edu/sites/default/files/docs/Credit_for_CIS_185.pdf).

The Areas of Knowledge

The areas of knowledge provide exposure to four broad areas of knowledge, and students select two or three courses from each of the four areas. At least two disciplines must be represented in each area. No more than three courses from any one discipline may be used to meet the areas of knowledge requirement. Students are urged to consult with their advisors before selecting courses for the areas of knowledge to ensure that courses chosen meet the requirements

Code	Title	Credits
	Historical Perspective	9
	See Historical Perspective course requirements (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/historical-perspective)	
	Artistic and Intellectual Perspective	9
	See Artistic and Intellectual Perspective course requirements (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/artistic-intellectual)	
	Contemporary Perspective	9
	See Contemporary Perspective course requirements (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/contemporary)	
	Natural World	6-8
	See Natural World course requirements (http://catalog.rider.edu/undergraduate/colleges-schools/continuing-studies/core-requirements/natural-world)	
Total Credits		33-35

Policies

Changing to Degree Candidacy (Matriculation) (p. 200)
Audit and Alumni Audit (p. 200)

Credit by Nontraditional Means (p. 200)
Old Credits Policy (p. 201)
Independent Research and Study (p. 201)

Changing to Degree Candidacy (Matriculation)

Non-matriculated students interested in degree candidacy should consult an academic advisor in CCS before applying for admission to a degree program. An applicant for matriculation must have at least a 2.0 average at Rider and meet the admissions requirements as described for degree candidates. (Specific majors may require a higher grade point average.)

When students qualify for matriculation, they will receive credit toward their degrees for all applicable courses previously completed satisfactorily. Students are bound by the degree requirements and transfer credit policy in effect at the time of matriculation.

Students who have earned more than 21 credits at Rider as non-degree candidates may be asked to explain their educational goals and, if appropriate, to matriculate.

Audit and Alumni Audit

Students who want to attend classes without taking examinations or receiving grades may audit courses when class space allows. Audited classes will be indicated with the notation of "X" on the transcript.

The extent to which an auditor may take part in a course's activities is determined by the student and the instructor. In addition to the audit fee, students auditing a course carrying separate fees must pay all such required fees.

Students who want to enroll as auditors should apply and register in the CCS office during the scheduled evenings of the first week of class. Students who register on an audit basis may not change from audit to credit during a semester. However, a student who has audited a course may take that same course for credit in a later semester at full tuition.

Students who register on an audit basis may not change from audit to credit during a semester, except during the add period. Students originally registered for credit may change to audit status during the add/drop period. Students should refer to the academic calendar (<http://www.rider.edu/academics/academic-support-services/registrar/academic-calendars>) of each term [Spring, Summer, Fall, JTerm] for specific add and drop/add dates.

Rider alumni (<http://www.rider.edu/alumni>) who want to audit courses receive a special discount and should contact CCS at 609-896-5033 or ccs@rider.edu.

Credit by Nontraditional Means

Credit earned for college-level knowledge obtained through means other than traditional classroom work at an accredited college may be considered for transfer. Students should consult with a CCS advisor to discuss the transferability of nontraditional credit.

Nontraditional transfer credits include:

- College Level Examination Program (CLEP) credits;
- Advanced Placement credits;
- Formal military credits which meet Rider standards and procedures;
- DANTES Subject Standardized Test that meets credit recommendations established by the American Council on Education;

- Validation or assessment of specific courses approved by a Rider faculty member;
- Prior learning assessment (PLA) based on demonstrated learning acquired through life and work experience approved by Rider faculty.

Old Credits Policy

The academic record of a student returning to Rider after an absence of 10 years or more will be re-evaluated to determine the applicability of old courses to present requirements. Grades earned in courses taken 10 years or more before returning will not be counted in the student's present grade point average. Old courses that are judged applicable to current degree programs will be used to meet degree requirements.

Independent Research and Study

Independent Research and Study are designed for CCS students who wish to conduct projects on either a business or liberal arts topic outside the traditional curriculum, such as interdisciplinary projects, extension of previous work, and topics not covered in regular course offerings. To be eligible for an Independent Research and Study, a student must be a junior or a senior in good academic standing. Students should consult with a CCS advisor for approval. Refer to Independent Research and Study under the College of Business Administration (p. 25) or the College of Liberal Arts, Education and Sciences (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences>).

College of Education and Human Services

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

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

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

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

Rider University prepares teachers who understand:

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

- and that curriculum and teaching must be responsive to the culture, class, gender, strengths, needs, past experiences, and interests of individual students.

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

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

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

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

Mission Statement

- The College of Education and Human Services prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.
- The College of Education and Human Services 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 College of Education and Human Services develops students who are committed and knowledgeable, professional, reflective, and who value service, ethical behavior, and the improvement of one's self and profession.
- The College of Education and Human Services promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

This mission statement is based on the Conceptual Framework of the College of Education. The Framework can be accessed on the College of Education and Human Services website (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education>).

Accreditation

All teacher preparation programs offered by the College of Education and Human Services are approved by the New Jersey State Department of Education using the New Jersey Professional Standards for Teachers and School Leaders. In addition, all programs are nationally recognized by their respective Specialty Professional Associations (SPA) and the

College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education (NCATE/CAEP), the highest accreditation possible in teacher education. This helps our graduates as they seek employment nationwide.

Rider is regionally accredited by the Middle States Commission on Higher Education. The College of Education and Human Services holds specialized accreditation from the National Council for the Accreditation of Teacher Education (NCATE/CAEP), the highest accreditation possible in teacher education, and is the first private institution in New Jersey to receive this accreditation.

Degrees

At the undergraduate level, the College of Education and Human Services offers three degree programs. The degrees are:

1. **Bachelor of Science in Education**, with a major in business education/marketing education;
2. **Bachelor of Arts in Elementary Education**, with a major in elementary education and a second major in a liberal arts or science; or a concentration in Multidisciplinary Studies;
3. **Bachelor of Arts in Secondary Education**, with majors in English, mathematics, science (biochemistry, biology, chemistry, environmental sciences, geosciences, marine sciences), history, and world language (French or Spanish).

Students may also elect to pursue minors, certificates and endorsements in:

- early childhood education (p. 210)
- middle school education (p. 210)
- special education (p. 210)
- bilingual education (p. 210)
- English as a second language (ESL) (p. 210)

In addition, an internal certificate in technology is also available. For those students interested in becoming certified teachers of psychology, the psychology teacher certification program is available.

Admission

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

For more information about admissions please contact, Undergraduate Admissions (<http://www.rider.edu/ugradadmission>).

Teacher Education Program Design Self-Development

In the freshman year, emphasis is placed on developing those basic skills that enable a prospective teacher to become a scholar and to engage

successfully in college-level studies. In addition, a specially designed freshman seminar helps the student adjust to college life.

Studies Strengthening Teaching and Learning

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

Selective Retention in Teacher Education

Education students must demonstrate competence in their academic work to continue in the teacher preparation program. Competence is assessed in a variety of ways and at different levels. Education students must maintain a cumulative grade-point average of 2.75 in all courses taken at Rider. Students must also earn C+ or higher in any education course (a) that is specifically required for a major or minor in Education and (b) in which enrollment is limited to education majors. It is the individual student's responsibility to retake any education course in which a grade lower than C+ has been earned. Students will be permitted to undertake student teaching only if they have received C+ or higher in all education courses and have a minimum cumulative GPA of 3.00.

The undergraduate education department also reviews the professional development of all students to ensure that they meet departmental standards for professional conduct and that they show promise of success in teaching. This review is in addition to the grade requirements listed above. Students must earn a passing score on all sections (reading, writing and math) of the Core Academic Skills for Educators Test before registering for any methods courses. This is a New Jersey Department of Education rule that applies to all elementary, secondary, and business education students.

All students must present evidence of a passing score on the Praxis Subject Assessments test in their specialization area six months prior to the beginning of the student teaching semester. This is the same Praxis Subject Assessments test (formerly Praxis II test) score students will need for certification.

As appropriate, students who fail to meet the department's standards will be advised on ways to improve their performance, or be asked to leave the program.

Dismissal from Field Experience Prior to Student Teaching

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

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

Teacher Certification and Placement

Teacher candidates are recommended for certification only when they have:

- successfully completed all course requirements of a particular program and be formally enrolled in that program; and
- successfully demonstrated continued competence, aptitude, motivation, and potential for outstanding success in teaching. Students must have attained at least a C+ in student teaching along with a cumulative GPA of 3.00.

It should be noted that for New Jersey certification (and many other states as well) it is necessary to complete the edTPA performance assessment during the student teaching semester and must pass the appropriate Praxis Subject Assessments test(s). Consult the certification office in Memorial Hall 116 for further details.

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

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

Students seeking out-of-state certification will find that completing a NCATE/CAEP-approved program will enable them to become certified in many states. Since each state has its own requirements for teacher certification, it is recommended that students first contact the State Department of Education to learn the requirements of each specific state.

Transfer Requests

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

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

General Studies Electives

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

Any course in the College of Liberal Arts and Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business Administration or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

Policy Regarding Undergraduate Students Enrolling in Graduate Education Courses

Upon completion of 90 credits, an undergraduate enrolled in any major is permitted to take up to two graduate courses if the following conditions are met: Cumulative grade-point average of 3.00 or better and permission of the graduate program director.

Degree Programs

Rider's education programs in teacher preparation combine classroom study with laboratory and field experiences to help students develop

a high degree of professional expertise and become generally well educated.

All undergraduate baccalaureate degree programs require broad liberal studies and concentrated study in subjects related to the program specialization. Students can major in:

- business/marketing education
- elementary education
- secondary education

Elementary education majors can pursue minors, certificates and endorsements in:

- early childhood education
- middle school education
- special education
- bilingual education
- English as a second language (ESL)

Secondary education students can pursue minors, certificates and endorsements in:

- bilingual education
- English as a second language (ESL)
- special education

In addition, an internal certificate in technology is also available. For those students interested in becoming certified teachers of psychology, the psychology teacher certification program is available.

Majors, Minors and Certificates

Program	Major	Minor	Certificate
Bilingual Education			✓
Business Education	✓		
Early Childhood Education		✓	
Elementary Education	✓		
Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in a Content Area		✓	
Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in Psychology		✓	
Elementary Education with a concentration in Multidisciplinary Studies	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a Middle School Endorsement	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a minor in Early Childhood Education	✓		
Elementary Education with a concentration in Multidisciplinary Studies with a minor in Special Education	✓		
Elementary Education with a concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement	✓		
English as a Second Language			✓
Middle School Education		✓	

Secondary Education	✓
Secondary Education and Interdisciplinary Minor in Special Education	✓
Special Education for Elementary Education Majors with a Second Major in a Content Area	✓
Special Education for Elementary Education Majors with a Second Major in Psychology	✓

Business Education/Marketing Education

Program Overview

Rider University students successfully completing the business education/marketing education major will be comprehensively certified to teach in the following areas: financial literacy, accounting, banking and insurance, business computer applications, business law, business communications, business mathematics, economics and finance, entrepreneurship, international business, keyboarding, business management, business organization, marketing, office administration/office systems technology and numerous other business-related careers.

Curriculum Overview

Classes for the business education/marketing education major are varied and include the general studies core requirements along with classes focused on pragmatic skills such writing great proposals, fundraising, marketing, small business management and the fundamentals of management and organizational behavior.

Along the way, students take part in semester-long field training in a public school working with an experienced classroom teacher and a Rider professor. Over the course of their preparation, students observe and teach in a variety of grade levels in both urban and suburban schools. In this way, they are able to both observe and help conduct learning activities the teacher has planned. In later semesters, students continue to observe and assist and also plan for and teach individuals, small groups and full classes. During the capstone year, they complete an entire semester of full-time student teaching.

Degree Offered

- B.S. in Education

Contact:

Sharon S. McKool, Ph.D.

Associate Professor and Chairperson
Memorial Hall 102D
609-895-5527
smckool@rider.edu

Program Website: Business Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Associated Department: Department of Teacher Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Related Programs

- Elementary Education (p. 209)

- Secondary Education (p. 272)

Business Education/Marketing Education Major Requirements

(48 credits)

General Studies and Academic Major

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Literature		3
History		3
Mathematics ¹		3
Science		3
Philosophy		3
Fine Arts		3
Foreign Language elective ¹		3
General Studies electives		6
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		51

Requirements for the Major

(48 credits)

Code	Title	Credits
BUS 210	Intro to Law: Contracts	3
MKT 200	Marketing Principles	3
ENT 348	Small Business Management	3
BED 445	Work Exper Cooperative Program	3
MGT 201	Fund Management & Org Behavior	3
Select one of the following:		3
ENG 321	Business & Professional Contexts	
ENG 322	Grant Proposals, Fundraising and Development	
ENG 323	Reviewing and Publishing	
Select one of the following:		3
MGT 336	Career Management	
MGT 355	Team Management	
MGT 363	Management Skills	
MKT 320	Consumer Behavior	3
or MKT 340	Personal Selling	
Accounting		12
TEC 307	Concepts Instruct Media & Tech	3
TEC 308	Directed Study in Instruct	3
TEC 309	Instruct Media/Technology Management	3

Marketing electives	3
Total Credits	48

Professional Education (27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
BED 415	Teaching Business Subjects	3
SED 370	Teaching in the High School	3
SED 431	Content Area Reading and Writing	3
BED 410	Prin/Strat Voc & Coop Ed	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Minors in bilingual education, English as a second Language (ESL), and interdisciplinary minor in special education are also available. Please see <https://nextcatalog.rider.edu/undergraduate/colleges-schools/education/majors-minors-certificates/>

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
Fine Arts Elective		3
History Elective		3
Mathematics Elective ¹		3
PSY 100	Introduction to Psychology	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3

COM 104	Speech Communication	3
Foreign Language Elective ¹		3
MKT 200	Marketing Principles	3
Science Elective (BIO / PHY)		3
Semester Credit Hours		15

Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
TEC 307	Concepts Instuct Media & Tech	3
MGT 201	Fund Management & Org Behavior	3
Literature Elective		3
Philosophy Elective		3
Semester Credit Hours		15

Spring Semester		
ACC 220	Managerial Uses of Accounting	3
BUS 210	Intro to Law: Contracts	3
ECO 200	Principles of Macroeconomics	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
General Studies Elective ³		3
Semester Credit Hours		18

Summer Semester		
BED 445	Work Exper Cooperative Program	3
Semester Credit Hours		3

Year 3		
Fall Semester		
ACC 302	Cost Management	3
ENT 348	Small Business Management	3
SED 370	Teaching in the High School	3
SPE 300	Inclusive Practices for General Education Teachers	3
TEC 308	Directed Study in Instruct	3
Semester Credit Hours		15

Spring Semester		
ECO 201	Principles of Microeconomics	3
MKT 320	Consumer Behavior	3
or	or Personal Selling	
MKT 340		
Marketing Elective		3
Workplace Writing Elective ⁴		3
BED 415	Teaching Business Subjects	3
SED 370	Teaching in the High School	3
Semester Credit Hours		18

Year 4		
Fall Semester		
BED 410	Prin/Strat Voc & Coop Ed	3
SED 431	Content Area Reading and Writing	3
Select one of the following:		3
MGT 336	Career Management	
MGT 355	Team Management	
MGT 363	Management Skills	
General Studies Elective ³		3

ACC 320	Accounting Info Systems	3
TEC 309	Instruct Media/Technology Management	3
Semester Credit Hours		18
Spring Semester		
EDU 465	Student Teaching and Seminar ⁵	12
Semester Credit Hours		12
Total Credit Hours for Graduation		129

¹ For proper course placement please visit this website (<https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ Workplace Writing Elective: ENG 321, ENG 322 or ENG 323.

⁵ Students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Courses and Descriptions

BED 410 Prin/Strat Voc & Coop Ed 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 studies along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees. Open to all students. A cumulative GPA of 2.75 is required.

BED 415 Teaching Business Subjects 3 Credits

Instructional strategies in the teaching of business and marketing subjects are analyzed and demonstrated. Students are required to prepare lesson plans, teach demonstration lessons, develop a unit plan, and compile a resource file of teaching materials. Videotaping of demonstration lessons is integrated with the course work to encourage developing teaching competency through a series of instructional modules appropriate to the student's certification interests. A cumulative GPA of 2.75 is required.

BED 445 Work Exper Cooperative Program 3-6 Credits

A minimum of 300 hours of a supervised occupational experience or a supervised internship program in an approved work station or institution. The experience is coordinated and supervised by a qualified coordinator of occupational education. A series of activities are designed to relate job and intern experiences to the student's future role as an employee or a professional teacher. The student will be evaluated by the supervising employer and the University supervisor.

BED 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

EDU 106 Contexts Of Schooling 3 Credits

Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies-- students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU 106 and EDU 206. There is no Praxis requirement for Secondary Education students registering for EDU 106 and EDU 206.

EDU 206 Developmental Education Psychology 3 Credits

This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children and adolescents; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with EDU 106: Contexts of Schooling. A cumulative GPA of 2.75 is required.

EDU 320 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE 320. Students cannot get credit for both FLE 320 and EDU 320.

EDU 358 Literacy and the Bilingual/Bicultural Child 3 Credits

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

EDU 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required.

*NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and EDU 420.

Prerequisite(s): EDU 106 and EDU 206.

EDU 451 Special Topics in Education 1-6 Credits

Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

EDU 460 Educating and Evaluating the Bilingual Child 3 Credits

An examination of the historical, legal, and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing, and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study. A cumulative GPA of 2.75 is required.

EDU 465 Student Teaching and Seminar 12 Credits

A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers.

Prerequisite(s): 1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of "C +" or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.

SED 370 Teaching in the High School 3 Credits

This field-based course focuses on general pedagogy in grades nine through 12. Emphasis will be on generic teaching approaches, planning lessons and developing units of study, learning styles, issues and techniques of evaluation, and multiculturalism. Working in local high schools, students continue observing and begin teaching lessons in their subject area specialization. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 400 Teaching English Language Arts in the Secondary School 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. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 405 Teaching Social Studies in Secondary Schools 3 Credits

The theoretical foundations of teaching social studies in junior and senior high schools. Basic goals and aims of social studies instruction are studied, and specific methodological techniques are described and practiced. Demonstration lessons are prepared and presented. Considers typical problems with which teachers are confronted. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 410 Teaching Science in Secondary Schools 3 Credits

Classroom interaction analysis systems are utilized in the study of the teaching-learning process. Students develop their own repertoire of teaching strategies. Emphasis on the investigation and interpretation of recent curriculum developments, and the use of the laboratory in science instruction. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 415 Teaching Mathematics in Secondary Schools 3 Credits

The critical analysis of the aims of teaching mathematics in the secondary school; review of recent research in the content and teaching of mathematics by individuals and groups; demonstration lessons (reflective teaching) to illustrate techniques of teaching; the planning of lessons; selection and organization of materials and subject matter; and evaluation of lesson presentation. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students keep a journal and develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required. *NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and SED 420.

Prerequisite(s): EDU 106 and EDU 206.

SED 431 Content Area Reading and Writing 3 Credits

Explores theoretical and methodological issues concerned with teaching reading and writing within content area classes. Students analyze junior high and high school textbooks and other reading materials, study methods of adjusting instruction to varying reading and writing needs of students, prepare directed reading activities in their specific content areas, and use informal diagnostic reading tools. Included is the preparation of content area writing assignments and the evaluation of student writing as well as the teaching of study skills? Emphasis throughout is on the integration of reading and writing into secondary school subject classes. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 490 Independent Research and Study 1-6 Credits

The outline for study must be accepted by the professor and approved by the department. The semester hours credit to be assigned is determined by the department.

TEC 200 Google® Educator Level One Training 3 Credits

This course will provide the skills and knowledge for pre-service teachers in undergraduate education to successfully take the Google® Educator Level One Exam.

TEC 201 Internet Ethics 1 Credits

This course focuses on using the Internet to explore and reflect on current ethical issues involving technology. These include individual privacy, legal issues such as fair use and copyright laws, and social issues such as bullying and social networking. Students will explore these topics using a variety of search engines and will reflect on the information found in terms of its impact on society as well as its appropriate uses in personal life, education and business. Pass/fail.

TEC 202 Smartboard 1 Credits

This course is designed to provide an opportunity for students to become familiar with the features and applications of Smartboard, an interactive whiteboard that can be used in classrooms and professional presentations. Students will gain experience using the touch screen and in integrating the features of the program into learning and professional materials. Pass/fail.

TEC 203 Desktop Publishing and Web Page Design 1 Credits

This course provides students with the ability to use desktop publishing software to create materials suitable for use in classrooms, professional settings, and personal use, and with the ability to design web pages. The course is appropriate for anyone who will be involved in designing classroom and student publications and for those who will use web pages in their teaching or personal lives. Discussion will be held on how to use desktop publishing and web page design in elementary and secondary school settings. A project involving application of various desktop publishing and web page design techniques will be completed and demonstrated to the class. Pass/fail.

TEC 204 Electronic Spreadsheets and Classroom Management Software 1 Credits

Basic electronic spreadsheet concepts and applications are taught using a major spreadsheet program. Topics include writing basic formulas, copying formulas, playing "What If," customizing a worksheet, and printing a spreadsheet. Discussions will be held on how to integrate spreadsheets into elementary and secondary classes and activities. Pass/fail.

TEC 206 Teaching and Presenting with Technology 1 Credits

This course covers designing, planning, and using technology enhanced instruction and presentations. Group assignments will enable students to explore uses of technology to enhance instruction and presentations. Collaboration will be encouraged when discussing the efficient and effective use of technology. Three collaborative group reports will be submitted dealing with discussion questions and chapter topics. Appropriate web sites and programs will be visited. Students will design a final original application that could be used to create motivation and visual learning in a specific classroom or other professional setting related to their major areas of study. Emphasis will be given to technology integration strategies. A final oral presentation of individual projects will be given.

TEC 207 Social Media for Education 3 Credits

Social Media for Education will introduce students to the structure and culture of social media and how social networking applies to the educational environment. This three-credit course will foster a deep understanding of how social media in education can benefit students, teachers, administrators, staff, and stakeholders.

TEC 307 Concepts Instruct Media & Tech 3 Credits

Designed to provide the student with familiarity and appreciation of the role of educational technology in the workplace as it applies to students, teachers, administrators, and trainers. The student will explore the Internet, various educational multimedia, distance learning, virtual reality environments, learning theories, and integration models. Appropriate developmental/reflective strategies will be incorporated with instruction. Although multimedia microcomputers will be utilized throughout the course, prior microcomputer knowledge and experience is not a critical element. Multimedia expertise will be developed as the course progresses.

TEC 308 Directed Study in Instruct 3 Credits

Designed to enable the student to develop instructional presentations utilizing the advantages of multimedia technology. Each student will be required to create a multimedia portfolio that contains information presentations, cumulative records, presenter notes, work samples, photo library, video animation, and audio narration. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail. Expertise will be developed as the course progresses.

TEC 309 Instruct Media/Technology Management 3 Credits

Designed to develop technology management skills that can be used for individual classrooms, training centers, subject area specializations, grade levels, school laboratories, curriculum integration, administrative functions, system networks, community services, communication systems and connecting linkages between educational/work environments and home. Various management strategies will be explored and each student will have an opportunity to design, via a multimedia microcomputer, an instructional technology system of their choice along with a management plan. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail.

Prerequisite(s): At least six semester hours of technology courses or modules.

TEC 404 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners.

TEC 490 Independent Research and Study 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

TEC 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. Research in this area will be examined and applied to instructional support and design.

Prerequisite(s): SPED 512.

Elementary Education

Program Overview

The elementary education program at Rider's College of Education and Human Services prepares students for fulfilling teaching careers in America's diverse society. Rider was the first private New Jersey institution to hold the highest accreditation possible in teaching from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) (<http://www.ncate.org>) and we offer graduates added value and recognition nationwide when seeking employment or admission to graduate study.

Curriculum Overview

As they begin their path to becoming effective and skilled elementary school teachers, students in Rider's elementary education program engage in studies that provide an academic background for those subjects they will be teaching.

Elementary education majors select a liberal arts discipline in which they fulfill the requirements for the major. The fulfillment of these requirements, together with general studies courses, provides a substantial liberal studies background as well as a foundation for professional development.

In addition, elementary education majors can elect to pursue the following minors, certifications and endorsements: dual license in early childhood and elementary education; middle school minor; English as a second language; bilingual education; interdisciplinary minor in special education for elementary education with a second major in a content area. Please see the Minor Requirements tab on this page for further information on these programs.

Degree Offered

- B.A. in Elementary Education

Contact

Sharon S. McKool, Ph.D.

Associate Professor and Chairperson

Memorial Hall 102D

609-895-5527

smckool@rider.edu

Program Website: Elementary Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Associated Department: Department of Teacher Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Accreditation Information

National Council for the Accreditation of Teacher Education (NCATE/CAEP) (<http://ncate.org>)

Related Programs

- Elementary Education with a concentration in Multidisciplinary Studies (p. 259)
- Business Education (p. 204)
- Secondary Education (p. 272)

Elementary education majors select a second major in a liberal arts or science or a Multidisciplinary Studies concentration. Students may also select a second major in art, dance studies, music studies, or theater studies in the School of Fine and Performing Arts. The fulfillment of these second major or concentration requirements together with the general studies courses provides a substantial liberal studies background as well as a foundation for professional development. Please see the second major selections below.

Elementary Education General Studies and Academic Major Requirements

(96-99 credits minimum)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
MTH 150	Mathematics for Education Majors I	3
COM 104	Speech Communication	3
PSY 100	Intro To Psychology	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Fine Arts elective		3
Foreign Language elective ¹		3
History elective		3
Literature elective		3
Requirements of a selected academic major (varies according to major or concentration)		34-66
Science electives (one lab)		7
Social Science elective		3
Technology elective		3
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
General Studies Electives (varies according to second major or concentration)		6-16

Professional Education

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses, with associated field experiences: ²		
ELD 307	Emergent Literacy P-3	3
ELD 308	Fostering Language and Literacy Development	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3
ELD 376	Teaching Science, Social Studies and the Arts N-6	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Note: Students may be required to fulfill entrance requirements for certain second majors.

Second Major Selections

College of Liberal Arts and Sciences

- American Studies
- Behavioral Neuroscience
- Biochemistry
- Biology
- Chemistry
- Communication Studies
- Criminal Justice/Filmmaking, Television and Radio
- Economics
- English Literature
- English Writing
- Environmental Studies
- French
- Geosciences
- Global Studies
- Graphic Design
- Health Sciences
- History
- Integrated Sciences and Mathematics: Earth Sciences Concentration
- Integrated Sciences and Mathematics: Life Sciences Concentration
- Integrated Sciences and Mathematics: Mathematics Concentration
- Integrated Sciences and Mathematics: Physical Sciences Concentration
- Journalism
- Liberal Studies: Marine Ecological Emphasis
- Marine Science
- Mathematics
- Philosophy
- Political Science
- Psychology
- Public Relations
- Sociology
- Spanish
- Web Design

School of Fine and Performing Arts

- Dance Studies
- Popular Music Studies
- Theatre Studies

Elementary Education Minor Requirements

Undergraduate elementary education majors can elect to pursue the following minors, certifications and endorsements:

- Early Childhood (p. 211)
- Special Education with a Second Major in a Content Area (p. 211)
- Special Education with a Second Major in Psychology (p. 211)
- Bilingual Education (p. 212)
- English as a Second Language (p. 212) (p. 211)
- Middle School Education (p. 211)
- Certificate in Technology (p. 212)

Early Childhood/Elementary Dual Licensure Program

The early childhood/elementary dual licensure program leads to two teaching certificates: preschool through third grade (P-3) and elementary (kindergarten through sixth grade). In addition to the professional education courses required of elementary education students, students in this dual licensure program are required to take the following 12-credit sequence of courses:

Code	Title	Credits
PSY 230	Child Development	3
ECE 200	Infant and Toddler Care and Education	3
ECE 332	Issues and Challenges in Early Childhood Education	3
ECE 450	Developmental Methods and Assessment in Early Childhood Education	3

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

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

For information regarding this program please contact:

Sharon S. McKool, Ph.D.

Associate Professor and Chairperson
Memorial Hall 102D
609-895-5527
smckool@rider.edu

Minor in Middle School Education

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

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

Code	Title	Credits
ELD 350	Early Adolescence	1
ELD 355	Teaching in the Inclusive Middle School Classroom	1
ELD 360	Structure and Culture of Middle School Classroom	1
Select one of the following:		3
ELD 380	Methods of Teaching Mathematics in the Middle School	

ELD 385	Teaching Science in the Middle School
ELD 390	Teaching Social Studies in the Middle School
ELD 395	Literacy Learning in the Middle School

For information regarding this program please contact:

Sharon S. McKool, Ph.D.

Associate Professor and Chairperson
Memorial Hall 102D
609-895-5527
smckool@rider.edu

Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in Psychology

This interdisciplinary minor in special education is designed for undergraduate students who are enrolled in elementary education with a second major in psychology. In addition to the courses required for the elementary education major, students enrolled in the minor program are required to take a specific sequence of courses within the psychology major. The following 15-credit sequence of courses is designed to teach concepts and applications in special education:

Code	Title	Credits
SPE 201	Foundations in Special Education and Inclusive Practice	3
SPE 202	Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities	3
SPE 303	Assessment and Instruction for Students with Disabilities	3
SPE 304	Assessment and Instruction in the Inclusive Classroom	3
TEC 404	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3

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

For information regarding this program please contact:

Diane Casale-Giannola, Ed.D.

Professor
Memorial Hall 102E
609-896-5078
dgiannola@rider.edu

Elementary Education and Interdisciplinary Minor in Special Education with a Second Major in a Content Area

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

The 21-credit sequence of courses is to be taken in addition to the requirements of both the elementary education and content area majors.

The required courses may be included as general studies electives where appropriate. Students enrolled in the interdisciplinary minor in special education are required to maintain a GPA of 2.75. The following courses are required for this program:

Code	Title	Credits
SPE 201	Foundations in Special Education and Inclusive Practice	3
SPE 202	Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities	3
SPE 303	Assessment and Instruction for Students with Disabilities	3
SPE 304	Assessment and Instruction in the Inclusive Classroom	3
PSY 212	Introduction to Applied Behavior Analysis	3
PSY 237	Cognitive Disabilities	3
TEC 404	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3

For information regarding this program please contact:

Diane Casale-Giannola, Ed.D.

Professor
Memorial Hall 102E
609-896-5078
dgiannola@rider.edu

Bilingual Education

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

Code	Title	Credits
Multicultural Studies elective ¹		3
EDU 320	Introduction to Linguistics and Psycholinguistics	3
EDU 358	Literacy and the Bilingual/Bicultural Child	3
EDU 420	Teaching a Second Language	3
EDU 460	Educating and Evaluating the Bilingual Child	3

Language proficiency evaluations such as the Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) are required.

1. Possible multicultural electives: SPA 102, 311, 325; MCS 110, 220, 280; AMS 210, 212; COM 252; HIS 307; POL 235; SOC 207

For information regarding this program please contact:

Maria Villalobos-Buehner, Ph.D.

Associate Professor
Fine Arts 354
609-895-5596
mvillalobos@rider.edu

English as a Second Language

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

Code	Title	Credits
	Multicultural Studies elective ¹	3
EDU 320	Introduction to Linguistics and Psycholinguistics	3
EDU 358	Literacy and the Bilingual/Bicultural Child	3
EDU 420	Teaching a Second Language	3
EDU 460	Educating and Evaluating the Bilingual Child	3

Language proficiency evaluations such as the Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT) are required.

1. Possible multicultural electives: SPA 102, 311, 325; MCS 110, 220, 280; AMS 210, 212; COM 252; HIS 307; POL 235; SOC 207

For information regarding this program please contact:

Maria Villalobos-Buehner, Ph.D.

Associate Professor
Fine Arts 354
609-895-5596
mvillalobos@rider.edu

Certificate in Technology

Students enrolled in education who successfully complete nine credits in technology-based courses are eligible for a Rider University Certificate in Technology indicating proficiency in instructional technology. Transfer students may transfer in a maximum of three credits for an appropriate technology course. The certificate is issued by the Department of Teacher Education and is obtained from the chair of the department.

For information regarding this certificate please contact:

Michael Curran, Ed.D

Professor
Memorial Hall 102G
609-896-5312
mcurran@rider.edu

Academic Plan of Study

- Elementary Education / American Studies
- Elementary Education / Behavioral Neuroscience
- Elementary Education / Biochemistry
- Elementary Education / Biology
- Elementary Education / Chemistry
- Elementary Education / Communication Studies
- Elementary Education / Criminal Justice
- Elementary Education / Dance Studies
- Elementary Education / Filmmaking, Television and Radio
- Elementary Education / Economics
- Elementary Education / English Literature
- Elementary Education / English Writing
- Elementary Education / Environmental Science
- Elementary Education / French
- Elementary Education / Geosciences
- Elementary Education / Global Studies
- Elementary Education / Graphic Design
- Elementary Education / Health Sciences
- Elementary Education / History

- Elementary Education / Integrated Sciences and Mathematics: Earth Sciences Concentration
- Elementary Education / Integrated Sciences and Mathematics: Life Sciences Concentration
- Elementary Education / Integrated Sciences and Mathematics: Mathematics Concentration
- Elementary Education / Integrated Sciences and Mathematics: Physical Sciences Concentration
- Elementary Education / Journalism
- Elementary Education / Liberal Studies: Environmental Emphasis
- Elementary Education / Liberal Studies: Marine Ecological Emphasis
- Elementary Education / Marine Science
- Elementary Education / Mathematics
- Elementary Education / Music Studies
- Elementary Education / Philosophy
- Elementary Education / Political Science
- Elementary Education / Psychology
- Elementary Education / Public Relations
- Elementary Education / Sociology
- Elementary Education / Spanish
- Elementary Education / Theater Studies
- Elementary Education / Web Design

Academic Plan for Elementary Education / American Studies

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Introduction to Psychology	3
	Foreign Language Elective ¹	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
AMS 200	Introduction to American Studies	3
CMP 125	Research Writing	3
	American Literature Elective	3
	General Studies Elective ²	3
	Science Elective	3
	Technology Elective	1
Semester Credit Hours		16

Year 2

Fall Semester

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
	AMS 200 Level Humanities Elective	3
	General Studies Elective ²	3
	General Studies Elective ²	3
	Technology Elective	1
Semester Credit Hours		16

Spring Semester

HIS 180	U.S. History I	3
	AMS 200 Level Social Science Elective	3
SPE 300	Inclusive Practices for General Education Teachers	3
	General Studies Elective ²	3
	Science Elective with a lab (bio/phy)	4
Semester Credit Hours		16

Year 3

Fall Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
HIS 181	U.S. History II	3
	AMS 200-300 Level Elective	3
	General Studies Elective ²	3
	Technology Elective	1
Semester Credit Hours		16

Spring Semester

AMS 400	Seminar in American Studies I	3
	AMS 200 Level Elective	3
	Fine Arts Elective	3
	American Literature Elective	3
	General Studies Elective ²	3
	General Studies Elective ²	3
Semester Credit Hours		18

Year 4

Fall Semester

AMS 401	Seminar in American Studies II	3
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
	AMS 300 Level Social Science Elective	3
	General Studies Elective ²	3
	General Studies Elective ²	2
Semester Credit Hours		17

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

- ² Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Behavioral Neuroscience

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab	4
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CMP 125	Research Writing	3
COM 104	Speech Communication	3
Technology Elective		2
Semester Credit Hours		16

Year 2

Fall Semester

BNS 250 & 250L or ENV 200 or MTH 120	Biostatistics or Statistical and Computer Applications in the Natural Sciences or Introduction to Applied Statistics	3-4
BNS 275 & 275L	Behavioral Neuroscience and Behavioral Neuroscience Lab	4
PSY 100	Introduction to Psychology	3
History Elective		3
Foreign Language Elective ¹		3
Semester Credit Hours		16-17

Spring Semester

BCH 225 & 225L	Introduction to Organic and Biochemistry and Introduction to Organic & Biochemistry Lab	4
BNS 310 & 310L	Neurobiology and Neurobiology Lab	4
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Literature Elective		3
Semester Credit Hours		17

Year 3

Fall Semester

SPE 300	Inclusive Practices for General Education Teachers	3
Two Upper-level Neuroscience:		8
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	
Fine Arts Elective		3
General Studies Elective ³		3
Semester Credit Hours		17

Spring Semester

Select two Biology/Psychology electives:		8
BIO 260 or higher with a lab		
Psy 200 or higher		
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
General Studies Elective ³		3
Technology Elective		1
Semester Credit Hours		18

Year 4

Fall Semester

One Upper-Level Neuroscience		4
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
or		
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	
BNS 415	Seminar in Behavioral Neuroscience	3

ELD 308 ⁵	Fostering Language and Literacy Development	3
ELD 376 ⁵	Teaching Science, Social Studies and the Arts	3
General Studies Elective ³		1
Semester Credit Hours		14
Spring Semester		
EDU 465 ⁶	Student Teaching and Seminar	12
Semester Credit Hours		12
Total Credit Hours for Graduation		125-126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Biochemistry

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CMP 120	Expository Writing ¹	3
MTH 210	Calculus I ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester		
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CMP 125	Research Writing	3
MTH 211	Calculus II	4
Technology Elective		2
Semester Credit Hours		17

Year 2

Fall Semester		
BIO 260L	Principle of Biology: Cells Lab	0
BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
Semester Credit Hours		17

Spring Semester		
BIO 265	Genetics	4
BIO 265L	Genetics Lab	0
CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
History Elective		3
Technology Elective		1
Semester Credit Hours		18

Year 3

Fall Semester		
BCH 325	Biochemistry I	3
BCH 326	Biochem and Enzymology I Lab	1
CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 250L	Quantitative Analysis and Statistical Methods Lab ³	0
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
Semester Credit Hours		18

Spring Semester		
BCH 330	Biochemistry II	3
BCH 331	Biochemistry II Lab	1
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
SPE 300	Inclusive Practices for General Education Teachers	3
Fine Arts Elective		3
Literature Elective		3
Semester Credit Hours		17

Year 4**Fall Semester**

BCH 490	Independent Study: Research and Creative Expression	3
CHE 305	Physical Chemistry I	3
ELD 308	Fostering Language and Literacy Development ⁴	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁴	3
Advanced Biochemistry Elective Course ⁵		1-4
Advanced Biochemistry Elective Course ⁵		1-4
Social Science Elective		3
Semester Credit Hours		17-23

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		131-137

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁵ Five or more credits of upper level biochemistry courses required. At least two of the five credits must be connected to laboratory courses.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Biology

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 105	Algebra and Trigonometry ¹	4
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1

NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Choose One:		4

MTH 210	Calculus I	
BNS 250 & 250L	Biostatistics and Biostatistics Lab	
CMP 125	Research Writing	3
Technology Elective		2
Semester Credit Hours		17

Year 2**Fall Semester**

BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO 260L	Principle of Biology: Cells Lab	0
CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
Social Science Elective		3
Semester Credit Hours		17

Spring Semester

BIO 265	Genetics	4
BIO 265L	Genetics Lab	0
CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Semester Credit Hours		17

Year 3**Fall Semester**

BIO 265 or higher BIO/BNS Course and Lab		4
SPE 300	Inclusive Practices for General Education Teachers	3
History Elective		3
Literature Elective		3
Choose either sequence:		4
PHY 100 & 100L	Principles of Physics I and Principles of Physics I Lab	
or		
PHY 200 & 200L	General Physics I and General Physics I Lab	
Semester Credit Hours		17

Spring Semester

BIO 265 or higher BIO/BNS Course and Lab		4
Choose either sequence:		4
PHY 101	Principles of Physics II	
PHY 101L	Principles of Physics II Lab	

or		
PHY 200	General Physics I	
PHY 201L	General Physics II Lab	
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
Technology Elective		3
Semester Credit Hours		17
Year 4		
Fall Semester		
BIO 265 or higher	BIO/BNS Course and Lab	4
BIO 400	Seminar in Cellular and Molecular Biology	3
ELD 308	Fostering Language and Literacy Development ⁴	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁴	3
Fine Arts Elective		3
Technology Elective		1
Semester Credit Hours		17
Spring Semester		
EDU 465	Student Teaching and Seminar ⁵	12
Semester Credit Hours		12
Total Credit Hours for Graduation		129

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁵ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Chemistry

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1

CMP 120	Expository Writing ¹	3
MTH 210	Calculus I ¹	4
Foreign Language Elective ¹		3
Technology Elective		1
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CMP 125	Research Writing	3
MTH 211	Calculus II	4
PSY 100	Introduction to Psychology	3
History Elective		3
Semester Credit Hours		17

Year 2

Fall Semester

CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
COM 104	Speech Communication	3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
Fine Arts Elective		3
Technology Elective		2
Semester Credit Hours		16

Spring Semester

CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab (Social Science Elective)	0
Social Science Elective		3
Semester Credit Hours		17

Year 3

Fall Semester

CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 250L	Quantitative Analysis and Statistical Methods Lab	0
CHE 305	Physical Chemistry I	3
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ⁴		2
Semester Credit Hours		18

Spring Semester

Advanced Chemistry Elective		3
General Studies Elective ⁴		3
General Studies Elective ⁴		3
General Studies Elective ⁴		3

Literature Elective	3
Semester Credit Hours	15
Year 4	
Fall Semester	
BCH 325 Biochemistry I	3
CHE 315 Inorganic Chemistry	3
CHE 316 Inorganic Chemistry Laboratory	1
ELD 308 Fostering Language and Literacy Development ⁵	3
ELD 376 Teaching Science, Social Studies and the Arts N-6 ⁵	3
Advanced Lab Course ⁶	1-2
Advanced Lab Course ⁶	1-2
Semester Credit Hours	15-17
Spring Semester	
EDU 465 Student Teaching and Seminar ⁷	12
Semester Credit Hours	12
Total Credit Hours for Graduation	125-127

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Advanced laboratory course: a total of four lab credits required.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Communication Studies

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Introduction to Psychology	3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
Fine Arts Elective		3
Foreign Language Elective ¹		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
COM 107	Writing for the Media	3
COM 131	Fundamentals of Video Production	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Literature Elective		3
Science Elective with a lab (bio/phy)		4
Technology Elective		1
Semester Credit Hours		20
Spring Semester		
COM 264	Intro to Media Convergence	3
COM 201	Communication Theory	3
or	or Theories of Persuasion	
COM 205		
COM 204	Advanced Speech Communication	3
COM 251	Interpersonal Communication	3
SPE 300	Inclusive Practices for General Education Teachers	3
Semester Credit Hours		15
Year 3		
Fall Semester		
COM 301	Communication Law	3
COM 302	Communication Ethics	3
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
One Course from Communication and Culture or Organizational Communication Emphasis ⁴		3
General Studies Elective ⁵		2
Semester Credit Hours		17
Spring Semester		
COM 350	Team & Group Communication	3

One 300 Level Course from Communication and Culture or Organizational Communication Emphasis ⁴	3
General Studies Elective ⁵	3
General Studies Elective ⁵	3
Social Science Elective	3
Technology Elective	1

Semester Credit Hours 16

Year 4

Fall Semester

COM 348	Communication Research Methods	3
COM 452	Seminar in Communication Studies	3
COM 400	Senior Seminar Communication	3
ELD 308	Fostering Language and Literacy Development ⁶	3

ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12

Total Credit Hours for Graduation 126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ Two courses from any one emphasis (Communication and Culture or Organizational Communication). At least one course must be at the 300 level.

⁵ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Criminal Justice

Course Title Credits

Year 1

Fall Semester

CMP 120	Expository Writing ¹	3
SOC 101	Sociological Imagination	3
MTH 150	Mathematics for Education Majors I	3
History Elective		3
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections	3
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
PHL 115	Ethics	3
Semester Credit Hours		15

Year 2

Fall Semester

SOC 206	Deviance and Crime	3
Category III Course ²		3
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
Science Elective (BIO / PHY)		3
General Studies Elective ⁴		2
Semester Credit Hours		17

Spring Semester

Category III Course ²		3
Category IV Course ²		3
Fine Arts Elective		3
Science Elective with Lab (BIO / PHY)		4
SPE 300	Inclusive Practices for General Education Teachers	3
Semester Credit Hours		16

Year 3

Fall Semester

Category II Course ²		3
Category III Course ²		3
Category IV Course ²		3
Literature Elective		3
Technology Elective		3
General Studies Elective ⁴		3
Semester Credit Hours		18

Spring Semester

Category IV Course ²		3
LAW 307	Criminal Justice Practice	3
ELD 307	Emergent Literacy P-3 ⁵	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁵	3

General Studies Elective ⁴		3
Semester Credit Hours		15
Year 4		
Fall Semester		
Category IV Course ²		3
Category V Course ²		3
ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
General Studies Elective ⁴		3
Semester Credit Hours		15
Spring Semester		
LAW 460	Criminal Justice Senior Seminar	3
EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		15
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website. (<https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>)

² Please see requirements for Criminal Justice Major (p. 345).

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ Any course in the College of Liberal Arts and Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁵ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educations Test (Test Code 5751) in order to register for these courses.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessment test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Dance Studies

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
DAN 100	Fundamentals of Dance	1
DAN 105	Survey of Dance History	3
DAN 111	Dance Lab	0
DAN 151	Pilates and Modern	1
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
Technology Elective		1
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
DAN 100	Fundamentals of Dance	1
DAN 111	Dance Lab	0
DAN 152	World Dance & Improvisation	1
DAN 350	History of Ballet, Modern & Jazz Dance	3
PSY 100	Introduction to Psychology	3
Technology Elective		1
Semester Credit Hours		15
Year 2		
Fall Semester		
DAN 111	Dance Lab	0
DAN 300	Lecture & Studio in Dance	2
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
History Elective		3
Science Elective with a lab (bio/phy)		4
Technology Elective		1
Semester Credit Hours		16
Spring Semester		
DAN 111	Dance Lab	0
DAN 190	Dalcroze Eurythmics	3
DAN 300	Lecture & Studio in Dance	2
SPE 300	Inclusive Practices for General Education Teachers	3
Art History Elective		3
Social Science Elective		3
Science Elective (bio/phy)		3
Semester Credit Hours		17
Year 3		
Fall Semester		
DAN 100	Fundamentals of Dance	1
DAN 300	Lecture & Studio in Dance	2
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
Music History Elective		3
General Studies Elective ⁴		3

General Studies Elective ⁴	3
Semester Credit Hours	18
Spring Semester	
DAN 210 Rider Dances: Repertory & Productions	1
DAN 300 Lecture & Studio in Dance	2
General Studies Elective ⁴	3
General Studies Elective ⁴	3
General Studies Elective ⁴	3
Literature Elective	3
Theater History Elective	3
Semester Credit Hours	18
Year 4	
Fall Semester	
DAN 100 Fundamentals of Dance	1
DAN 300 Lecture & Studio in Dance	2
DAN 498 Senior Capstone	3
ELD 308 Fostering Language and Literacy Development ⁵	3
ELD 376 Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ⁴	3
Semester Credit Hours	15
Spring Semester	
EDU 465 Student Teaching and Seminar ⁶	12
Semester Credit Hours	12
Total Credit Hours for Graduation	126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.
- ³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Filmmaking, Television and Radio

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Filmmaking Concentration

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Social Science Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16
Year 2		
Fall Semester		
COM 131	Fundamentals of Video Production	3
COM 236	The Aesthetics of Filmmaking	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Fine Arts Elective		3
Semester Credit Hours		15
Spring Semester		
COM 233	Writing for Broadcast	3
COM 264	Intro to Media Convergence	3
SPE 300	Inclusive Practices for General Education Teachers	3
Literature Elective		3
General Studies Elective ³		2
Choose one course from the following:		3
AMS 215	Alfred Hitchcock in America	
COM 291	Documentary Film and Video	
COM 330	Documenting Cultures Through Travel	
COM 361	Photography	
ENG 312	Creative Writing: Screenwriting	
GLS 310	Ethnographic Film	
POL 306	Political Film	
PSY 375	Psychology and Film	
Semester Credit Hours		17

Year 3**Fall Semester**

COM 234	Audio Production	3
COM 235	Digital Filmmaking	3
COM 301	Communication Law	3
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

COM 302	Communication Ethics	3
COM 335	Television Field Production	3
COM 338	Writing for Broadcast II	3
General Studies Elective ³		3
Science Elective (bio/phy)		3
Semester Credit Hours		15

Year 4**Fall Semester**

COM 400	Senior Seminar Communication	3
COM 402	Directing for Film	3
COM 435	Advanced Digital Filmmaking	3
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Television Concentration

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Social Science Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16

Year 2**Fall Semester**

COM 131	Fundamentals of Video Production	3
COM 230	Radio & TV Communication	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Fine Arts Elective		3
Semester Credit Hours		15

Spring Semester

COM 233	Writing for Broadcast	3
COM 264	Intro to Media Convergence	3
SPE 300	Inclusive Practices for General Education Teachers	3
Literature Elective		3
General Studies Elective ³		2
Choose one course from the following:		3
COM 235	Digital Filmmaking	
COM 236	The Aesthetics of Filmmaking	
COM 261	Introduction to Web Design	
COM 262	Graphic Imaging for Digital Media	
COM 265	3D Graphic Animation	
COM 291	Documentary Film and Video	
COM 330	Documenting Cultures Through Travel	
COM 361	Photography	
COM 363	Converging Digital Media	
COM 380	Television Production Practicum	

COM 402	Directing for Film	
COM 435	Advanced Digital Filmmaking	
Semester Credit Hours		17

Year 3

Fall Semester

COM 234	Audio Production	3
COM 301	Communication Law	3
COM 331	Television Production	3
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

COM 302	Communication Ethics	3
COM 333	Broadcast Programming	3
COM 335	Television Field Production	3
General Studies Elective ³		3
Science Elective (bio/phy)		3
Semester Credit Hours		15

Year 4

Fall Semester

COM 338	Writing for Broadcast II	3
COM 400	Senior Seminar Communication	3
COM 431	Adv TV Research & Production	3
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Radio Concentration

Course	Title	Credits
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Year 1

Fall Semester

CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Social Science Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16

Year 2

Fall Semester

COM 131	Fundamentals of Video Production	3
COM 234	Audio Production	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Fine Arts Elective		3
Semester Credit Hours		15

Spring Semester

COM 233	Writing for Broadcast	3
COM 234	Audio Production	3
SPE 300	Inclusive Practices for General Education Teachers	3
Literature Elective		3
General Studies Elective ³		2
Choose one course from the following:		3

COM 235	Digital Filmmaking	
COM 261	Introduction to Web Design	
COM 262	Graphic Imaging for Digital Media	
COM 323	Oral Interpretation of Literature	
COM 330	Documenting Cultures Through Travel	
COM 335	Television Field Production	
COM 361	Photography	

Semester Credit Hours		17
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Year 3**Fall Semester**

COM 234	Audio Production	3
COM 301	Communication Law	3
COM 331	Television Production	3
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

COM 302	Communication Ethics	3
COM 333	Broadcast Programming	3
COM 338	Writing for Broadcast II	3
General Studies Elective ³		3
Science Elective (bio/phy)		3
Semester Credit Hours		15

Year 4**Fall Semester**

COM 337	Music Production for Mass Media	3
COM 400	Senior Seminar Communication	3
COM 434	Advanced Radio Production	3
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Economics

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CIS 185	Information Systems Essentials	3
CMP 120	Expository Writing ¹	3
ECO 200	Principles of Macroeconomics	3
MTH 120	Introduction to Applied Statistics	3
PSY 100	Introduction to Psychology	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Foreign Language Elective ¹		3
Semester Credit Hours		15

Year 2**Fall Semester**

ECO 211	Intermediate Microeconomics	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Fine Arts Elective		3
History Elective		3
Semester Credit Hours		15

Spring Semester

ECO 210	Intermediate Macroeconomics	3
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ³		3
General Studies Elective ³		3
Literature Elective		3
Science Elective (BIO/PHY)		3
Semester Credit Hours		18

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3
Economics Elective		3
Economics Elective		3
Science Elective with Lab (BIO/PHY)		4
Semester Credit Hours		16

Spring Semester

Economics Elective		3
Economics Elective		3
Economics Elective		3
General Studies Elective ³		3
General Studies Elective ³		3
General Studies Elective ³		3
Semester Credit Hours		18

Year 4**Fall Semester**

ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
ELD 308	Fostering Language and Literacy Development ⁵	3
Economics Elective		3
General Studies Elective ³		3
General Studies Elective ³		3
General Studies Elective ³		2
Semester Credit Hours		17

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / English Literature

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
Foreign Language Elective ¹		3
General Studies Elective ²		3
Science Elective (BIO or PHY)		3
Social Science Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
ENG 240	Methods of Literary Analysis	3
ENG 250	Literary History I	3
General Studies Elective ²		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

ENG 251	Literary History II	3
SPE 300	Inclusive Practices for General Education Teachers	3
Fine Arts Elective		3
Science Elective with Lab (BIO or PHY)		4
General Studies Elective ²		3
Semester Credit Hours		16

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
ENG 300 Level Course (Lang & Ling/Historical Survey Category)		3
ENG 300 Level Course (Lang & Ling/Historical Survey Category)		3
ENG 300 Level Course (Genre/Theoretical/Sub-Genre Category)		3
English Free Elective		3
Semester Credit Hours		18

Spring Semester

ENG 300 Level Course (Lang & Ling/Historical Survey Category)		3
ENG 300 Level Course (Lang & Ling/Historical Survey Category)		3
ENG 300 Level Course (Genre/Theoretical/Sub-Genre Category)		3
General Studies Elective ²		3
General Studies Elective ²		2
Technology Elective		1
Semester Credit Hours		15

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
ENG 300 or 400 Level Course (Any Category)		3
ENG 400 Level Course (Seminar Category)		3
ENG 400 Level Course (Any Category)		3
English Free Elective		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / English Writing

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
ENG 206	Introduction to Creative Writing	3
Science Elective (BIO or PHY)		3
Foreign Language Elective ¹		3
General Studies Elective ²		3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
ENG 240	Methods of Literary Analysis	3
ENG 250	Literary History I	3
Social Science Elective		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

ENG 251	Literary History II	3
SPE 300	Inclusive Practices for General Education Teachers	3
ENG 300 Level Writing/Genre Course		3
Fine Arts Elective		3

Science Elective with a Lab (BIO or PHY)	4
Semester Credit Hours	16

Year 3

Fall Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
ENG 300	Level Literature Course	3
ENG 300	Level Writing/Genre Course	3
General Studies Elective ²		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

ENG 300	Level Writing/Genre Course	3
ENG 300	Level Literature Course	3
ENG 300	Level Writing/Genre Course	3
General Studies Elective ²		3
General Studies Elective ²		3
General Studies Elective ²		2
Semester Credit Hours		17

Year 4

Fall Semester

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
ENG 300	Level Writing Course	3
ENG 300	Level Writing Course	3
ENG 400	Level Writing Course	3
General Studies Elective ²		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Environmental Science

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
ENV 100	Introduction to Environmental Sciences	4
ENV 100L	Introduction to Environmental Sciences Lab	0
MTH 105	Algebra and Trigonometry ¹	4
Technology Elective		1
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
CMP 125	Research Writing	3
COM 104	Speech Communication	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
PSY 100	Introduction to Psychology	3
Semester Credit Hours		17

Year 2

Fall Semester

CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
ENV 220	Weather and Climate Change	3
Foreign Language Elective ¹		3
History Elective		3
Technology Elective		1
Semester Credit Hours		18

Spring Semester

CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
EDU 106	Contexts Of Schooling ²	3

EDU 206	Developmental Education Psychology ²	3
GEO 350	Soil and Surficial Processes	4
Group A, B, or C Environmental Science Elective ³		3-4
Semester Credit Hours		17-18

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
ENV 205	Introduction to Geographic Information Systems	3
BIO 350	General Ecology	4
Technology Elective		1
Semester Credit Hours		18

Spring Semester

BCH 225	Introduction to Organic and Biochemistry	4
GEO 350	Soil and Surficial Processes or GEO 407 or Hydrology and Water Resources	4
Group A, B, or C Environmental Science Elective ³		3-4
SPE 300	Inclusive Practices for General Education Teachers	3
Social Science Elective		3
Semester Credit Hours		17-18

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
GEO 407	Hydrology and Water Resources	4
Group A, B, or C Environmental Science Elective ³		3-4
Fine Arts Elective		3
Literature Elective		3
Semester Credit Hours		19-20

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		134-137

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.

³ Must take three courses; one from Group A: Biotic Processes, one from Group B: Abiotic Processes and one from Group C: Social Processes.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Fine Arts (Art)

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
ART 103	Fundamentals of Drawing	3
ART 104	Survey of Art History I	3
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

ART 105	Design	3
ART 204	Fundamentals of Painting	3
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

ART 305	Intermediate Painting A-B-C	3
Dance History Elective		3
History Elective		3
Literature Elective		3
Music History Elective		3
Technology Elective		2
Semester Credit Hours		17

Spring Semester

ART 106	Survey of Art History II	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Science Elective (bio/phy)		3
Social Science Elective		3
Semester Credit Hours		15

Year 3**Fall Semester**

ART 304	Drawing II	3
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
SPE 300	Inclusive Practices for General Education Teachers	3
Art Elective		3
Theater History Elective		3
Semester Credit Hours		18

Spring Semester

General Studies Elective ⁴	3
General Studies Elective ⁴	3
General Studies Elective ⁴	3
General Studies Elective ⁴	3
Science Elective with a lab (bio/phy)	4
Semester Credit Hours	16

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
ART 492	Advanced Studio Workshop	3
General Studies Elective ⁴		3
General Studies Elective ⁴		3
General Studies Elective ⁴		2
Semester Credit Hours		17

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / French

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
PSY 100	Introduction to Psychology	3
Foreign Language ¹		3
History Elective		3
MTH 150	Mathematics for Education Majors I ¹	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
Foreign Language ¹		3
General Studies Elective ²		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16

Year 2**Fall Semester**

LIT 250	Masterworks of Western Literature I	3
Beginning Language Level I		3
CHI 100	Chinese I	
GER 100	German I	
SPA 100	Spanish I	
Fine Arts Elective		3
Science Elective (bio/phy)		3
300 or 400 Level French Elective ³		3
Technology Elective		2
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ⁴	3
EDU 206	Developmental Education Psychology ⁴	3
Beginning Language Level II		3
CHI 101	Chinese II	
GER 101	German II	
SPA 101	Spanish II	

LIT 251	Masterworks of Western Literature II	3
300 or 400 Level French Elective ³		3
300 or 400 Level French Elective ³		3
Semester Credit Hours		18

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁵	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁵	3
FRE 305	An Introduction to French Literature	3
Intermediate Language Level I or General Studies Elective ²		3
CHI 200	Chinese III	
GER 200	German III	
SPA 200	Spanish III	
300 or 400 Level French Elective ³		3
SPE 300	Inclusive Practices for General Education Teachers	3
Semester Credit Hours		18

Spring Semester

Intermediate Language Level II or General Studies Elective ²		3
CHI 201	Chinese IV	
GER 201	German IV	
SPA 201	Spanish IV	
General Studies Elective ²		2
General Studies Elective ²		3
General Studies Elective ²		3
Technology Elective		1
300 or 400 Level French Elective ³		3
Semester Credit Hours		15

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
FRE 490	Independent Study: Research and Creative Expression (or Senior Thesis)	3
300 or 400 Level French Elective ³		3
300 or 400 Level French Elective ³		3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ Choose from the following: FRE 300, FRE 301, FRE 311, FRE 320, FRE 422, FRE 425, FRE 430, FRE 435, FRE 440, FRE 490, and FRE 496.

⁴ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁵ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Geosciences

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MTH 105	Algebra and Trigonometry ¹	4
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		14
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
History Elective		3
PSY 100	Introduction to Psychology	3
Semester Credit Hours		16

Year 2**Fall Semester**

CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
MAR 210	Marine Life through Time	4
Literature Elective		3

Techology Elective	1
Semester Credit Hours	16
Spring Semester	
CHE 122 Intro to Chemical Systems	3
CHE 123 Quantitative Methods Lab	1
EDU 106 Contexts Of Schooling ²	3
EDU 206 Developmental Education Psychology ²	3
GEO 310 Structural Geology	4
GEO 350 Soil and Surficial Processes or GEO 407 or Hydrology and Water Resources	4
Semester Credit Hours	18
Year 3	
Fall Semester	
ELD 307 Emergent Literacy P-3 ³	3
ELD 375 Methods of Teaching Mathematics in Elementary Classrooms ³	3
ENV 205 Introduction to Geographic Information Systems	3
PHY 100 Principles of Physics I	3
PHY 100L Principles of Physics I Lab	1
Major Elective ⁴	3
Techology Elective	2
Semester Credit Hours	18
Spring Semester	
GEO 305 Petrology and Petrography	4
GEO 350 Soil and Surficial Processes or GEO 407 or Hydrology and Water Resources	4
Major Elective ⁴	3
Fine Arts Elective	3
Social Science Elective	3
Semester Credit Hours	17
Summer Semester	
An approved geology field camp (not offered at Rider)	3
Semester Credit Hours	3
Year 4	
Fall Semester	
ELD 308 Fostering Language and Literacy Development ⁵	3
ELD 376 Teaching Science, Social Studies and the Arts N-6 ⁵	3
GEO 201 Elements of Mineralogy	4
GEO 306 Sedimentology and Stratigraphy	4
SPE 300 Inclusive Practices for General Education Teachers	3
Semester Credit Hours	17
Spring Semester	
EDU 465 Student Teaching and Seminar ⁶	12
Semester Credit Hours	12
Total Credit Hours for Graduation	131

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ Must take one major elective: ENV 200, ENV 375, GEO 168, MAR 340.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Global Studies

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
GLS 180	Understanding Global Relations	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
MTH 150	Mathematics for Education Majors I ¹	3
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
GLS 200	The Social Construction of Global Society	3
PSY 100	Introduction to Psychology	3
Fine Arts Elective		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
GLS 201	Politics of the Global Economy	3
GLS 215	Global Politics	3
General Studies Elective ²		3
Literature Elective		3
Science Elective with a lab (bio/phy)		4
Technology Elective		1
Semester Credit Hours		17
Spring Semester		
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
Global Cultures and Global Society Elective		3
Global Studies Elective		3

Spring Semester		
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
Global Cultures and Global Society Elective		3
Global Studies Elective		3

Science Elective (bio/phy)	3
Technology Elective	1
Semester Credit Hours	16

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ²		3
Global Studies Elective		3
International Communications and Processes Elective		3
Semester Credit Hours		18

Spring Semester

Critical Global Issues Elective		3
General Studies Elective ²		3
General Studies Elective ²		3
Global Studies Elective		3
Global Studies Elective		3
Semester Credit Hours		15

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ²		2
Global Studies Elective		3
Global Studies Elective		3
Senior Capstone Seminar		3
Semester Credit Hours		17

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Graphic Design

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Science Elective (bio/phy)		3
Social Science Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

COM 107	Writing for the Media	3
COM 131	Fundamentals of Video Production	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
General Studies Elective ³		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

COM 106	Writing for the Communication Professions	3
COM 212	Digital Publication Design	3
COM 264	Intro to Media Convergence	3
COM 262	Graphic Imaging for Digital Media	3
Fine Arts Elective		3
General Studies Elective ³		3
Semester Credit Hours		18

Year 3

Fall Semester

Select one of the following: 3

ART 103	Fundamentals of Drawing	
ART 105	Design	
COM 361	Photography	
COM 263	History and Principles of Graphic Design	3
COM 360	Advanced Publication Design and Presentation	3
COM 366	Project Management in Graphic Design	3
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3

Semester Credit Hours 18

Spring Semester

COM 301	Communication Law	3
COM 462	Advanced Graphic Design and Portfolio	3
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ³		3
Literature Elective		3
Technology Elective		1

Semester Credit Hours 16

Year 4

Fall Semester

COM 302	Communication Ethics	3
COM 400	Senior Seminar Communication	3
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3

General Studies Elective³ 3

Semester Credit Hours 15

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
	Semester Credit Hours	12
	Total Credit Hours for Graduation	126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Health Sciences

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course Title Credits

Year 1

Fall Semester

CMP 120	Expository Writing ¹	3
MTH 105	Algebra and Trigonometry ¹	4
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
Technology Elective		1
NCT 010	Freshman Seminar	0
	Semester Credit Hours	16

Spring Semester

BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
PSY 100	Introduction to Psychology	3
CMP 125	Research Writing	3
Fine Arts Elective		3
	Semester Credit Hours	17

Year 2

Fall Semester

BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO 260L	Principle of Biology: Cells Lab	0
BNS 250	Biostatistics	4
BNS 250L	Biostatistics Lab	0
COM 104	Speech Communication	3
Foreign Language Elective ¹		3
SOC 101	Sociological Imagination	3
Technology Elective		1
	Semester Credit Hours	18

Spring Semester

Category I Elective ²		3-4
EDU 106	Contexts Of Schooling ³	3

EDU 206	Developmental Education Psychology ³	3
History Elective		3
Literature Elective		3
Technology Elective		1
Semester Credit Hours		16-17

Year 3**Fall Semester**

BIO 221	Human Anatomy & Physiology I	4
BIO 221L	Human Anatomy & Physiology I Lab	0
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
HTH 205	Introduction to Health Care	3
Category II Elective ⁵		4
Semester Credit Hours		17

Spring Semester

BIO 222	Human Anatomy & Physiology II	4
BIO 222L	Human Anatomy & Phys II Lab	0
HTH 215	Population Health Care Management	3
PHL 304	Medical Ethics	3
PSY 345	Health Psychology	3
SOC 346	Health Care and Society	3
Semester Credit Hours		16

Year 4**Fall Semester**

Category I Elective ²		3-4
Category II Elective ⁵		4
ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
SPE 300	Inclusive Practices for General Education Teachers	3
Seminar Capstone in Health Sciences		3
Semester Credit Hours		19-20

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
GLS 325	Global Perspectives on Health and Illness	3
Semester Credit Hours		15
Total Credit Hours for Graduation		134-136

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² One course from Category I: BCH 225, BIO 206, CHE 211, CHE 214, PHY 100 and PHY 100L or PHY 200 and PHY 200L, PHY 101 and PHY 101L or PHY 201 and PHY 201L, PSY 220.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code #5751) in order to register for these courses.

⁵ One course from Category II: BIO 265, BIO 300, BIO 305, BIO 370, BNS 310, or BNS 360.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code #5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and by July 1 for those students applying for student teaching in the spring semester).

Academic Plan for Elementary Education / History

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
HIS 150	World History to 1500	3
HIS 160	Seminar in History	3
MTH 150	Mathematics for Education Majors I ¹	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
COM 104	Speech Communication	3
HIS 151	World History Since 1500	3
HIS 180	U.S. History I	3
or HIS 181	or U.S. History II	
PSY 100	Introduction to Psychology	3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

HIS 190	Europe to 1715	3
or HIS 191	or Europe Since 1715	
200 Level History Elective ²		3
General Studies Elective ³		3
Literature Elective		3
Science Elective with a Lab (bio/phy)		4
Technology Elective		1
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ⁴	3
EDU 206	Developmental Education Psychology ⁴	3
Fine Arts Elective		3
Science Elective (bio/phy)		3
Technology Elective		1

200 Level History Elective	3
Semester Credit Hours	16

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁵	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁵	3
HIS 260	Craft of History	3
200 Level History Elective		3
200 Level History Elective		3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

SPE 300	Inclusive Practices for General Education Teachers	3
300 Level History Elective		3
300 Level History Elective or HIS 491		3
General Studies Elective ³		2
General Studies Elective ³		3
Semester Credit Hours		14

Year 4**Fall Semester**

ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
ELD 308	Fostering Language and Literacy Development ⁶	3
HIS 460 or HIS 490	Research Seminar or Independent Study: Research and Creative Expression	3
300 Level History Elective or HIS 491		3
300 Level History Elective or HIS 491		3
General Studies Elective ³		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Program must include at least two Diversity electives.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁵ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Integrated Sciences and Mathematics: Earth Sciences Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
Select one of the following: ¹		3-4
MTH 102	Finite Mathematics	
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
Fine Arts Elective		3
PSY 100	Introduction to Psychology	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16-17
Spring Semester		
CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
Select one of the following:		4
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
MTH 230	Discrete Mathematics	
Foreign Language Elective ¹		3
History Elective		3
Semester Credit Hours		17

Year 2**Fall Semester**

COM 104	Speech Communication	3
Select one of the following:		4
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	

Inquiry-based Science Course ²	4
Life Sciences Concentration Elective	3
Social Science Elective	3
Semester Credit Hours	17
Spring Semester	
EDU 106 Contexts Of Schooling ³	3
EDU 206 Developmental Education Psychology ³	3
MTH 212 Calculus III or MTH 230 or Discrete Mathematics	4
Earth Sciences Concentration Elective	4
General Studies Elective ⁴	3
Semester Credit Hours	17
Year 3	
Fall Semester	
ELD 307 Emergent Literacy P-3 ⁵	3
ELD 375 Methods of Teaching Mathematics in Elementary Classrooms ⁵	3
MAR 120 Oceanography	3
MAR 121 Introductory Oceanography Lab	1
Earth Sciences Concentration Elective	4
Technology Elective	1
Semester Credit Hours	15
Spring Semester	
Earth Sciences Concentration Elective	4
General Studies Elective ⁴	3
General Studies Elective ⁴	1
General Studies Elective ⁴	3
General Studies Elective ⁴	3
Technology Elective	2
Semester Credit Hours	16
Year 4	
Fall Semester	
ELD 308 Fostering Language and Literacy Development ⁶	3
ELD 376 Teaching Science, Social Studies and the Arts N-6 ⁶	3
ISM 410 Seminar in the Integrated Sciences and Math	3
SPE 300 Inclusive Practices for General Education Teachers	3
Inquiry-based Science Elective ²	4
Semester Credit Hours	16
Spring Semester	
EDU 465 Student Teaching and Seminar ⁷	12
Semester Credit Hours	12
Total Credit Hours for Graduation	126-127

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Must take two inquiry-based science courses from two different categories: Life Sciences, Earth Sciences or Physical Sciences.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Integrated Sciences and Mathematics: Life Sciences Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
Select one of the following: ¹		3-4
MTH 102	Finite Mathematics	
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
Foreign Language Elective ¹		3
PSY 100	Introduction to Psychology	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16-17
Spring Semester		
CMP 125	Research Writing	3
Select one of the following:		4
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
MTH 230	Discrete Mathematics	
Fine Arts Elective		3
Inquiry-based Science Course ²		4

Social Science Elective	3
Semester Credit Hours	17

Year 2

Fall Semester

BIO 115L	Principles of Biology I Lab	0
BIO 115	Principles of Biology I	4
COM 104	Speech Communication	3
Select one of the following:		4
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
History Elective		3
Technology Elective		2
Semester Credit Hours		16

Spring Semester

BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
MTH 212	Calculus III	4
or	or Discrete Mathematics	
MTH 230		
Life Sciences Contentration Elective		3
Semester Credit Hours		17

Year 3

Fall Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁴	3
SPE 300	Inclusive Practices for General Education Teachers	3
Inquiry-based Science Course ²		4
Literature Elective		3
Semester Credit Hours		16

Spring Semester

General Studies Elective ⁵		3
General Studies Elective ⁵		3
General Studies Elective ⁵		3
General Studies Elective ⁵		3
Life Sciences Concentration Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 4

Fall Semester

ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
ISM 410	Seminar in the Integrated Sciences and Math	3
General Studies Elective ⁵		3
Life Sciences Concentration Elective		3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		125-126

- For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- Must take two inquiry-based science courses from two different categories: Life Sciences, Earth Sciences or Physical Sciences.
- EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Integrated Sciences and Mathematics: Mathematics Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
MTH 102	Finite Mathematics ^{1,2}	3
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
CMP 125	Research Writing	3
MTH 105	Algebra and Trigonometry	4

Fine Arts Elective	3
History Elective	3
Inquiry-based Science Course ³	4
Semester Credit Hours	17

Year 2**Fall Semester**

COM 104	Speech Communication	3
MTH 210	Calculus I	4
Inquiry-based Science Course ³		4
Social Science Elective		3
Literature Elective		3
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ⁴	3
EDU 206	Developmental Education Psychology ⁴	3
MTH 230	Discrete Mathematics	4
General Studies Elective ⁵		2-3
Mathematics Concentration Elective		4
Semester Credit Hours		16-17

Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁶	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁶	3
MTH 211	Calculus II	4
MTH 240	Linear Algebra	3
Technology Elective		1
General Studies Elective ⁵		3
Semester Credit Hours		17

Spring Semester

MTH 212	Calculus III	4
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ⁵		3
General Studies Elective ⁵		2-3
Mathematics Concentration Elective		4
Semester Credit Hours		16-17

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁷	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁷	3
ISM 410	Seminar in the Integrated Sciences and Math	3
Mathematics Concentration Elective		4
Technology Elective		2
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁸	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126-128

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Must take the inquiry-based section of MTH 102.

³ Must take two inquiry-based science courses from two different categories: Life Sciences, Earth Sciences or Physical Sciences.

⁴ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁵ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁶ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁷ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁸ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Integrated Sciences and Mathematics: Physical Sciences Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
Select one of the following: ¹		3-4
MTH 102	Finite Mathematics	
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16-17

Spring Semester

CMP 125	Research Writing	3
Select one of the following:		4

MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
MTH 230	Discrete Mathematics	
Inquiry-based Science Course ²		4
Social Science Elective		3
Technology Elective		2
Semester Credit Hours		16

Year 2

Fall Semester

CHE 121	Principles of Chemistry Lab	1
CHE 120	Principles of Chemistry	3
COM 104	Speech Communication	3
MTH 210	Calculus I	4
or	or Calculus II	
MTH 211		
Fine Arts Elective		3
Social Science Elective		3
Semester Credit Hours		17

Spring Semester

CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
MTH 212	Calculus III	4
or	or Discrete Mathematics	
MTH 230		
Literature Elective		3
Semester Credit Hours		17

Year 3

Fall Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
Inquiry-based Science Course ²		4
Technology Elective		1
Semester Credit Hours		15

Spring Semester

Select one of the following:		4
CHE 118	Exploration of Chemical Principles	
PHY 105	Matter, Forces, and Energy: A Exploration of Physics Concepts	
Select one of the following:		4
CHE 211	Organic Chemistry I	
PHY 201	General Physics II	
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ⁵		3
General Studies Elective ⁵		3
Semester Credit Hours		17

Year 4

Fall Semester

ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
ISM 410	Seminar in the Integrated Sciences and Math	3
General Studies Elective ⁵		3
General Studies Elective ⁵		3
General Studies Elective ⁵		1
Semester Credit Hours		16

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126-127

- For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- Must take two inquiry-based science courses from two different categories: Life Sciences, Earth Sciences or Physical Sciences.
- EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Journalism

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3

Foreign Language Elective ¹	3
History Elective	3
MTH 150 Mathematics for Education Majors I ¹	3
NCT 010 Freshman Seminar	0
Semester Credit Hours	15

Spring Semester

CMP 125 Research Writing	3
COM 102 Introduction to News Writing	3
COM 104 Speech Communication	3
PSY 100 Introduction to Psychology	3
Social Science Elective	3
Technology Elective	1
Semester Credit Hours	16

Year 2**Fall Semester**

COM 131 Fundamentals of Video Production	3
COM 264 Intro to Media Convergence	3
EDU 106 Contexts Of Schooling ²	3
EDU 206 Developmental Education Psychology ²	3
Fine Arts Elective	3
Technology Elective	1
Semester Credit Hours	16

Spring Semester

COM 204 Advanced Speech Communication	3
COM 210 News Reporting and Writing	3
SPE 300 Inclusive Practices for General Education Teachers	3
General Studies Elective ³	3
Literature Elective	3
Technology Elective	1
Semester Credit Hours	16

Year 3**Fall Semester**

COM 211 Copy Editing	3
COM 212 Digital Publication Design	3
COM 215 Computer Assisted Reporting	3
ELD 307 Emergent Literacy P-3 ⁴	3
ELD 375 Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
Science Elective (bio/phy)	3
Semester Credit Hours	18

Spring Semester

COM 301 Communication Law	3
COM 316 Feature Writing	3
General Studies Elective ³	3
Journalism Elective	3
Science Elective with a lab (bio/phy)	4
Semester Credit Hours	16

Year 4**Fall Semester**

COM 302 Communication Ethics	3
COM 400 Senior Seminar Communication	3

COM 415 In-Depth Reporting	3
ELD 308 Fostering Language and Literacy Development ⁵	3

ELD 376 Teaching Science, Social Studies and the Arts N-6 ⁵	3
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General Studies Elective ³	2
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Semester Credit Hours	17
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Spring Semester

EDU 465 Student Teaching and Seminar ⁶	12
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Semester Credit Hours	12
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Total Credit Hours for Graduation	126
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¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Liberal Studies: Environmental Emphasis

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
CMP 120	Expository Writing ¹	3
ENV 100	Introduction to Environmental Sciences	4
ENV 100L	Introduction to Environmental Sciences Lab	0
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0

Technology Elective	1
Semester Credit Hours	16
Spring Semester	
BIO 116 Principles of Biology II	4
BIO 116L Principles of Biology II Lab	0
CMP 125 Research Writing	3
GEO 100 Earth Systems Science or GEO 113 or Environmental Geology	3
GEO 102 Earth Materials and Processes Lab	1
Foreign Language Elective ¹	3
Social Science Elective	3
Semester Credit Hours	17
Year 2	
Fall Semester	
CHE 120 Principles of Chemistry	3
CHE 121 Principles of Chemistry Lab	1
ENV 200 Statistical and Computer Applications in the Natural Sciences	4
ENV 200L Statistical and Computer Applications in the Natural Sciences Lab	0
PSY 100 Introduction to Psychology	3
History Elective	3
Literature Elective	3
Semester Credit Hours	17
Spring Semester	
COM 104 Speech Communication	3
EDU 106 Contexts Of Schooling ²	3
EDU 206 Developmental Education Psychology ²	3
ENV 220 Weather and Climate Change	3
GEO 350 Soil and Surficial Processes or GEO 407 or Hydrology and Water Resources	4
Semester Credit Hours	16
Year 3	
Fall Semester	
ELD 307 Emergent Literacy P-3 ³	3
ELD 375 Methods of Teaching Mathematics in Elementary Classrooms ³	3
ENV 205 Introduction to Geographic Information Systems	3
PHY 100 Principles of Physics I	3
PHY 100L Principles of Physics I Lab	1
SPE 300 Inclusive Practices for General Education Teachers	3
Semester Credit Hours	16
Spring Semester	
GEO 350 Soil and Surficial Processes or GEO 407 or Hydrology and Water Resources	4
General Studies Elective ⁴	3
General Studies Elective ⁴	3
Group A Elective	4
Group B Elective	3
Semester Credit Hours	17

Year 4

Fall Semester

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
Fine Arts Elective		3
General Studies Elective ⁴		1
General Studies Elective ⁴		3
Technology Elective		2
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.
- ³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Liberal Studies: Marine Ecological Emphasis

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1

BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
MTH 105 or MTH 210	Algebra and Trigonometry ¹ or Calculus I	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
History Elective		3

Semester Credit Hours		16
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Year 2**Fall Semester**

BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
COM 104	Speech Communication	3
Social Science Elective		3
Technology Elective		2

Semester Credit Hours		16
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Spring Semester

EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
MAR 401	Marine Ecology	4
Fine Arts Elective		3
Major Elective ³		3-4

Semester Credit Hours		16-17
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Year 3**Fall Semester**

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
ENV 200L	Statistical and Computer Applications in the Natural Sciences Lab	0
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
General Studies Elective ⁵		3

Semester Credit Hours		17
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Spring Semester

SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ⁵		3
General Studies Elective ⁵		3
Literature Elective		3
Major Elective ³		3-4

Semester Credit Hours		15-16
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Summer Semester

MAR 380	The Learning and Teaching of Marine Science	4
Semester Credit Hours		4

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
MAR 210	Marine Life through Time	4
General Studies Elective ⁵		3
General studies Elective ⁵		1
Technology Elective		1

Semester Credit Hours		15
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Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
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Semester Credit Hours		12
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Total Credit Hours for Graduation		126-128
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¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Major electives include: BIO 372, GEO 306, MAR 227, MAR 325, MAR 330, MAR 360, MAR 410.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Marine Science

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
Foreign Language Elective ¹		3
PSY 100	Introduction to Psychology	3
Semester Credit Hours		16
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
ENV 200L	Statistical and Computer Applications in the Natural Sciences Lab	0
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Fine Arts Elective		3
Technology Elective		2
Semester Credit Hours		17
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ^{2psy 230}	3
History Elective		3
Social Science Elective		3
Technology Elective		1
Semester Credit Hours		17
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
GEO 306	Sedimentology and Stratigraphy	4
GEO 306L	Sedimentology and Stratigraphy Lab	0
SPE 300	Inclusive Practices for General Education Teachers	3
Semester Credit Hours		17

Spring Semester		
MAR 330	Chemical Oceanography	4
MAR 330L	Chemical Oceanography Lab	0
MAR 410	Physical Oceanography	3
PHY 101	Principles of Physics II	3
PHY 101L	Principles of Physics II Lab	1
Literature Elective		3
Major Elective ⁴		4
Semester Credit Hours		18
Summer Semester		
Select one of the following:		4
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
Semester Credit Hours		4
Year 4		
Fall Semester		
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
ELD 308	Fostering Language and Literacy Development ⁵	3
MAR 340	Marine Processes and Environments: Seminar	3
MAR 401	Marine Ecology	4
MAR 401L	Marine Ecology Lab	0
Major Elective ⁴		3-4
Semester Credit Hours		16-17
Spring Semester		
EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		132-133

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁴ Major Electives: BIO 372, ENV 205, MAR 210, MAR 325, MAR 360.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Mathematics

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
Foreign Language Elective ¹		3
History Elective		3
MTH 210	Calculus I ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
CMP 125	Research Writing	3
MTH 211	Calculus II	4
PSY 100	Introduction to Psychology	3
Social Science Elective		3
Fine Arts Elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
MTH 212	Calculus III	4
MTH 240	Linear Algebra	3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
Literature Elective		3
Technology Elective		3
Semester Credit Hours		17
Spring Semester		
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
MTH 250	Differential Equations	3
MTH 315	Modern Geometry	3
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
Semester Credit Hours		16
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
MTH 308	Advanced Calculus	3
MTH 340	Probability & Statistical Analysis I	3
General Studies Elective ⁴		3
Semester Credit Hours		15
Spring Semester		
MTH 410	Complex Analysis	3

SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ⁴		3
General Studies Elective ⁴		1
General Studies Elective ⁴		3
Upper Level Mathematics Elective ⁵		3
Semester Credit Hours		16
Year 4		
Fall Semester		
ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
MTH 401	Modern Algebra	3
Upper Level Mathematics Elective ⁵		3
Upper Level Mathematics Elective ⁵		3
General Studies Elective ⁴		3
Semester Credit Hours		18
Spring Semester		
EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ Upper level math electives include MTH 402, MTH 420, MTH 430 and MTH 440. MTH 402 may, with the permission of the department, be taken more than once for credit. MTH 490, Independent Study and Research, may also be used to satisfy this requirements.
- ⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Music Studies

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who

change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3
MUS 105	Survey of Music History I	3
MUS 131	Beginning Piano I	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
MUS 106	Survey of Music History II	3
MUS 110	Music Theory I	3
MUS 110L	Music Theory I Lab	1
PSY 100	Introduction to Psychology	3
Semester Credit Hours		16
Year 2		
Fall Semester		
MUS 111	Music Theory II	3
MUS 111L	Music Theory II Lab	1
Art History Elective		3
History Elective		3
Music History Elective		3
Technology Elective		2
Semester Credit Hours		15
Spring Semester		
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Music History Elective		3
Music Ensemble		1
Social Science Elective		3
Theater History Elective		3
Technology Elective		1
Semester Credit Hours		17
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
General Studies Elective ⁴		3
Music Ensemble		1
Music History Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		17
Spring Semester		
SPE 300	Inclusive Practices for General Education Teachers	3

Dance History Elective		3
Music Ensemble		1
Music History Elective		3
General Studies Elective ⁴		3
General Studies Elective ⁴		3
Semester Credit Hours		16
Year 4		
Fall Semester		
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ⁴		3
General Studies Elective ⁴		3
Literature Elective		3
Science Elective		3
Semester Credit Hours		18
Spring Semester		
EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.
- ³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Philosophy

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
HIS 150	World History to 1500	3
MTH 150	Mathematics for Education Majors I	3
PHL 100	Plato and Aristotle	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PHL 115	Ethics	3
PSY 100	Introduction to Psychology	3
Fine Arts Elective		3
Semester Credit Hours		15
Year 2		
Fall Semester		
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
PHL 210	Symbolic Logic	3
Philosophy Elective		3
Science Elective with Lab (BIO or PHY)		4
Semester Credit Hours		16
Spring Semester		
PHL 225	Modern Philosophy	3
SPE 300	Inclusive Practices for General Education Teachers	3
Philosophy Elective		3
Literature Elective		3
Technology Elective		3
General Studies Elective ³		3
Semester Credit Hours		18
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
Philosophy 300 Level Elective		3
Philosophy 300 Level Elective		3
General Studies Elective ³		3
General Studies Elective ³		3
Semester Credit Hours		18
Spring Semester		
PHL 494	Preparation and Research for Senior Philosophy Thesis	1
Philosophy 300 Level Elective		3
Philosophy 300 Level Elective		3
General Studies Elective ³		3
General Studies Elective ³		3
General Studies Elective ³		1

Science Elective (BIO or PHY)		3
Semester Credit Hours		17
Year 4		
Fall Semester		
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
PHL 495	Senior Philosophy Thesis	3
General Studies Elective ³		3
Philosophy 400 Level Seminar (PHL 402 or PHL 404 or PHL 406 or PHL 408)		3
Semester Credit Hours		15
Spring Semester		
EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either fall or spring of the second year.
- ³ Any course in the College of Liberal Arts and Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Political Science

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3

POL 102	Understanding Politics	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
COM 104	Speech Communication	3
POL 100	Introduction to American Politics	3
PSY 100	Introduction to Psychology	3
Science Elective with lab (bio/phy)		4
Semester Credit Hours		16

Year 2

Fall Semester

EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Choose one of the following:		3
POL 239	Political Thinkers & Thought	
POL 340	Modern Democracy and Its Critics	
POL 342	Freedom and Authority	
POL 343	American Political Thought I	
Science Elective (bio/phy)		3
Fine Arts Elective		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

POL 202	The Political System - Theories and Themes	3
Choose one of the following:		3
POL 300	U.S. Constitutional Law	
POL 301	Civil Liberties in the U.S.	
POL 325	Public Administration	
POL 326	Power in American Politics	
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ³		3
Literature Elective		3
Technology Elective		2
Semester Credit Hours		17

Year 3

Fall Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
Choose one of the following:		3
POL 235	Race and Ethnicity in American Politics	
POL 305	Political Parties and Electoral Behavior	
POL 312	Congressional Politics	
POL 313	American Presidency	
General Studies Elective ³		3
General Studies Elective ³		3
Political Science Elective (any level)		3
Semester Credit Hours		18

Spring Semester

POL 491	Internship in Political Science	3
Choose one of the following:		3
POL 216	Comparative Political Systems	
POL 320	Politics of the Middle East	
POL 365	Third World Politics	
POL 366	Communist Systems: Politics and Policies	
General Studies Elective ³		3
General Studies Elective ³		2
Upper-level Political Science Elective		3
Upper-level Political Science Elective		3
Semester Credit Hours		17

Year 4

Fall Semester

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
Choose one of the following:		3
POL 215	Global Politics	
POL 225	Nationalism in World Politics	
POL 321	International Law	
POL 371	The Arab-Israeli Conflict	
POL 450	Seminar in Political Science	3
Upper-level Political Science Elective		3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Psychology

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 105	Introduction to Research in Psychology	3
200 Level Psychology Course		3
General Studies Elective ²		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
PSY 201	Statistics and Research Design	3
General Studies Elective ²		3
General Studies Elective ²		3
Literature Core		3
Science Elective with Lab (BIO / PHY)		4
Technology Elective		1
Semester Credit Hours		17
Spring Semester		
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
200 Level Psychology Course		3
300 Level Psychology Course		3
Fine Arts Elective		3
Technology Elective		1
Semester Credit Hours		16
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
SPE 300	Inclusive Practices for General Education Teachers	3
200 Level Psychology Course		3
300 Level Psychology Course		3

General Studies Elective ²		3
Semester Credit Hours		18
Spring Semester		
300 Level Psychology Research Methods Course with Lab		4
General Studies Elective ²		3
General Studies Elective ²		3
General Studies Elective ²		3
Science Elective (BIO / PHY)		3
Semester Credit Hours		16
Year 4		
Fall Semester		
ELD 308	Fostering Language and Literacy Development ₅	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
300 Level Psychology Course		3
General Studies Elective ²		3
General Studies Elective ²		3
General Studies Elective ²		1
Semester Credit Hours		16
Spring Semester		
EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>.

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Public Relations

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 105	Communication, Culture and Media	3
MTH 150	Mathematics for Education Majors I	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Fine Arts Elective		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
COM 107	Writing for the Media	3
COM 131	Fundamentals of Video Production	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Science Elective with a lab (bio/phy)		4
Technology Elective		1
Semester Credit Hours		17
Spring Semester		
COM 264	Intro to Media Convergence	3
COM 204	Advanced Speech Communication	3
SPE 300	Inclusive Practices for General Education Teachers	3
Literature Elective		3
Social Science Elective		3
Technology Elective		1
Semester Credit Hours		16
Year 3		
Fall Semester		
COM 212	Digital Publication Design	3
COM 240	Public Relations	3
COM 301	Communication Law	3
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
Semester Credit Hours		15
Spring Semester		
COM 302	Communication Ethics	3
COM 316	Feature Writing	3
COM 348	Communication Research Methods	3
General Studies Elective ⁴		3

General Studies Elective ⁴		3
Public Relations Elective		3
Semester Credit Hours		18
Year 4		
Fall Semester		
COM 341	Publicity Methods	3
COM 400	Senior Seminar Communication	3
COM 440	Cases & Campaigns in Public Relations	3
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
General Studies Elective ⁴		2
Semester Credit Hours		17
Spring Semester		
EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Sociology

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
	Foreign Language Elective ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3
SOC 101	Sociological Imagination	3
NCT 010	Freshman Seminar	0
	Semester Credit Hours	15
Spring Semester		
CMP 125	Research Writing	3
PSY 100	Introduction to Psychology	3
	History Elective	3
	Science Elective (BIO or PHY)	3
SOC 201	Intro Seminar in Sociology	3
	Semester Credit Hours	15
Year 2		
Fall Semester		
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
	One of 6 required Sociology Electives	3
	One of 6 required Sociology Electives	3
	Technology Elective	3
	Semester Credit Hours	15
Spring Semester		
SPE 300	Inclusive Practices for General Education Teachers	3
	Literature Elective	3
	Science Elective with a lab (BIO or PHY)	4
	One of 6 required Sociology Electives	3
	One of 6 required Sociology Electives	3
	Semester Credit Hours	16
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ³	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ³	3
	General Studies Elective ⁴	3
	Fine Arts Elective	3
SOC 314	Social Theory	3
	One from list of 300-level Sociology courses ⁵	3
	Semester Credit Hours	18
Spring Semester		
SOC 301	Methods of Sociological Research	3
	General Studies Elective ⁴	2
	General Studies Elective ⁴	3
	General Studies Elective ⁴	3
	One of 6 required Sociology Electives	3
	One from list of 300-level Sociology courses ⁵	3
	Semester Credit Hours	17

Year 4		
Fall Semester		
ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
SOC 400	Senior Seminar	3
	General Studies Elective ⁴	3
	One of 6 required Sociology Electives	3
	One from list of 300-level Sociology courses ⁵	3
	Semester Credit Hours	18
Spring Semester		
EDU 465	Student Teaching and Seminar ⁷	12
	Semester Credit Hours	12
	Total Credit Hours for Graduation	126

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business Administration or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ Choose from SOC 311, SOC 315, SOC 317, SOC 330, SOC 340, or SOC 355.
- ⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Spanish

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3

MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
SPA 200	Spanish III ¹	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

SPA 201	Spanish IV	3
CMP 125	Research Writing	3
SPA 310	Spanish Culture & Civilization	3
or SPA 311	or Latin American Latino Culture	
History Elective		3
Technology Elective		1
Science Elective (BIO / PHY)		3
Semester Credit Hours		16

Year 2

Fall Semester

SPA 300	Advanced Grammar & Composition	3
or SPA 302	or Writing and Translating	
SPA 320	Introduction to Spanish Literature	3
Fine Arts Elective		3
General Studies Elective ²		3
Technology Elective		1
Science Elective with Lab (BIO/PHY))		4
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
SPA 325	Introduction to Latin-American/Latino Literature	3
SPA 301	Spanish for Business	3
or SPA 303	or Advanced Communication in Spanish	
CHI, FRE, or GER 101		3
General Studies Elective ²		3
Semester Credit Hours		18

Year 3

Fall Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
CHI, FRE, or GER 200		3
LIT 250	Masterworks of Western Literature I	3
SPA 420	From Colonies to Nations	3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

LIT 251	Masterworks of Western Literature II	3
SPA 426	Latin American/Latino Film and Fiction	3
or SPA 416	or The Spanish Golden Age	
SPA 305	Cervantes	3
or SPA 416	or The Spanish Golden Age	
SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ²		2

General Studies Elective ²	3
Semester Credit Hours	17

Year 4

Fall Semester

EDU 420	Teaching a Second Language ⁵	3
ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
SPA 410	Modern Hispanic Poetry	3
or SPA 411	or Modern Spanish Novel	
or SPA 412	or Hispanic Theater and Film	
or SPA 413	or The Hispanic Short Story: Transatlantic Connections	
SPA 490	Independent Study: Research and Creative Expression	3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ Required for Spanish certification. Otherwise, a General Studies Elective may be taken.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Theater Studies

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I	3
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab	0
THE 115	Stagecraft	3
Foreign Language Elective ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
THE 111	Theatre Lab	0
History Elective		3
Technology Elective		1
Theater Elective ²		3
Semester Credit Hours		16
Year 2		
Fall Semester		
THE 111	Theatre Lab	0
Literature Elective		3
Science Elective with a lab (bio/phy)		4
Social Science Elective		3
Technology Elective		1
Theater Elective ²		3
Theater Elective ²		3
Semester Credit Hours		17
Spring Semester		
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
THE 111	Theatre Lab	0
THE 240	Script Analysis	3
Technology Elective		1
Theater Elective ²		3
Theater Elective ²		3
Semester Credit Hours		16
Year 3		
Fall Semester		
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
THE 105	Theatre History to 1700	3
THE 111	Theatre Lab	0
General Studies Elective ⁵		3
Theater Elective ²		3
Semester Credit Hours		15

Spring Semester

THE 106	Theater History Since 1700	3
THE 111	Theatre Lab	0
Choose one elective from the following:		3
Art		
Dance		
Music		
Music Theater		
General Studies Elective ⁵		3
General Studies Elective ⁵		3
General Studies Elective ⁵		3
Science Elective (bio/phy)		3
Semester Credit Hours		18

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
SPE 300	Inclusive Practices for General Education Teachers	3
THE 111	Theatre Lab	0
THE 400	Directing	3
Choose one elective from the following:		3
Art		
Dance		
Music		
Music Theater		
General Studies Elective ⁵		2
Semester Credit Hours		17
Spring Semester		
EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Theater electives: ENG 217, ENG 363, THE 110, MTR 493 (may be repeated three times), THE 199, THE 218, THE 300, THE 306, THE 307, THE 308, THE 317, THE 410, THE 495.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring semester of the second year.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Elementary Education / Web Design

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 103	Introduction to Communication Studies:	3
or	Theory & Practice	
COM 105	or Communication, Culture and Media	
MTH 150	Mathematics for Education Majors I	3
Foreign Language Elective ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
COM 107	Writing for the Media	3
PSY 100	Introduction to Psychology	3
Social Science Elective		3
Semester Credit Hours		15
Year 2		
Fall Semester		
COM 131	Fundamentals of Video Production	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Fine Arts Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16
Spring Semester		
COM 106	Writing for the Communication Professions	3
COM 261	Introduction to Web Design	3
COM 264	Intro to Media Convergence	3
SPE 300	Inclusive Practices for General Education Teachers	3
Literature Elective		3
General Studies Elective ³		3
Semester Credit Hours		18

Year 3

Fall Semester

COM 212	Digital Publication Design	3
COM 301	Communication Law	3
COM 364	Web Design II	3
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3
Science Elective (bio/phy)		3
Semester Credit Hours		18

Spring Semester

COM 302	Communication Ethics	3
COM 360	Advanced Publication Design and Presentation	3
COM 460	Web Design III	3
General Studies Elective ³		3
General Studies Elective ³		3
Semester Credit Hours		15

Year 4

Fall Semester

ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
COM 400	Senior Seminar Communication	3
General Studies Elective ³		2
Web Design Elective		3
Web Design Elective		3
Semester Credit Hours		17

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Courses and Descriptions

BED 410 Prin/Strat Voc & Coop Ed 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 studies along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees. Open to all students. A cumulative GPA of 2.75 is required.

BED 415 Teaching Business Subjects 3 Credits

Instructional strategies in the teaching of business and marketing subjects are analyzed and demonstrated. Students are required to prepare lesson plans, teach demonstration lessons, develop a unit plan, and compile a resource file of teaching materials. Videotaping of demonstration lessons is integrated with the course work to encourage developing teaching competency through a series of instructional modules appropriate to the student's certification interests. A cumulative GPA of 2.75 is required.

BED 445 Work Exper Cooperative Program 3-6 Credits

A minimum of 300 hours of a supervised occupational experience or a supervised internship program in an approved work station or institution. The experience is coordinated and supervised by a qualified coordinator of occupational education. A series of activities are designed to relate job and intern experiences to the student's future role as an employee or a professional teacher. The student will be evaluated by the supervising employer and the Unveristy supervisor.

BED 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and aproved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

ECE 200 Infant and Toddler Care and Education 3 Credits

Focuses on nutritional and psychological influences on infant, and toddler growth and development, inclusive of current research in infant development; childbirth; breast feeding; infant simulation; intellectual development; attachment behavior; and infants in group care. Recognizing that there is increased demand for infant/toddler care, it is increasingly important to assure that America's infants receive a safe, healthy, emotionally secure, and intellectually rich start in life. High quality care and education of very young children are based upon responsive and respectful relationships among all of the people in each child's life.

ECE 332 Families, Community, and Diversity in Early Childhood Education 3 Credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ECE 450 Developmental Methods and Assessment in Early Childhood Education 3 Credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

EDE 200 Effective Classroom Management 3 Credits

Issues of classroom management often pose the biggest challenges for novice teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of effective, research-based classroom management strategies, positive teacher-student relationships, and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students through the use of effective motivational and instructional strategies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

EDE 225 Guided Field Experience in K-12 Classrooms 3 Credits

This is a field-based course in which students will spend an intensive three-week term in a designated school setting, mediated by University faculty. Students will participate in the daily routines of elementary, middle, or secondary schools. Field-site teachers will mentor students by articulating decisions that they make regarding classroom instruction and assessment. Students will meet regularly in seminar to analyze and discuss issues related to teaching and learning. This course will be offered J-Term, Summer I or other three week period.

EDE 226 Teaching and Managing in the Urban Classroom 3 Credits

This course focuses on teaching and managing K-12 classrooms in urban settings. Through four weeks of on-line instruction, students will learn key principles of classroom management and examine foundational issues that can underpin educational inequality, such as racial, ethnic and linguistic diversity, poverty, high student mobility and frequent teacher turnover. The course culminates with the Philadelphia Urban Seminar, a two-week residential experience (mediated by Rider University faculty) that includes ten days of intensive field experience in central Philadelphia classrooms, weekday seminars with faculty, and historical/cultural experiences and community service project activities on the weekend.

EDE 306 Thinking Critically with Data 1 Credits

This course will help students develop the kinds of data literacy skills needed for success in teaching. It will focus on five related that teachers need: (1) finding the relevant pieces of data in the data system or display available to them (data location); (2) understanding what the data signify (data comprehension); (3) figuring out what the data mean (data interpretation); (4) selecting an instructional approach that addresses the situation identified through the data (instructional decision making); (5).

EDE 307 Assessment in 21st Century Classrooms 1 Credits

This course offers an in-depth look at assessment to meet the need of 21st century teaching and learning. Students learn how to plan, develop, interpret, and manage valid assessments of student learning. Students will learn the following assessment-related skills and understandings: (1) the purpose of assessment in 21st century classrooms; (2), basics of assessments: reliability and validity; formative and summative assessment; alignment of assessments with objectives; and determining what can (what cannot) be reliably and validly assessed; (3) basics of rubric development; (4) holistic scoring; (5) assessment of critical thinking skills in diverse domains; (6) assessment of creativity in diverse domains. The course will be taught online.

EDE 375 Applications for Teaching Mathematics in Grades 4-5 1 Credits

This course will provide students the experience to share and learn about the practical applications of teaching mathematics to the 4th and 5th grade children as they are based on the field site classrooms of these grades. Students complete reflections about their work with mathematics and their observations of their cooperating teachers' lessons. The developmental aspect of math skills will be reviewed, looking at the Learning Progressions that are the basis for the new Common CORE State Standards. This course will provide an opportunity for students to have guidance in the teaching and learning of mathematics in the upper elementary grades. Upon completion of this course, students should have the knowledge, skills and confidence to meet the needs of all students, K-6. Prerequisite(s): ELD 375.

Corequisite(s): ELD 376 or ELD 308 or as prerequisite.

EDU 106 Contexts Of Schooling 3 Credits

Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies-- students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU 106 and EDU 206. There is no Praxis requirement for Secondary Education students registering for EDU 106 and EDU 206.

EDU 206 Developmental Education Psychology 3 Credits

This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children and adolescents; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with EDU 106: Contexts of Schooling. A cumulative GPA of 2.75 is required.

EDU 320 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE 320. Students cannot get credit for both FLE 320 and EDU 320.

EDU 358 Literacy and the Bilingual/Bicultural Child 3 Credits

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

EDU 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required.

*NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and EDU 420.

Prerequisite(s): EDU 106 and EDU 206.

EDU 451 Special Topics in Education 1-6 Credits

Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

EDU 460 Educating and Evaluating the Bilingual Child 3 Credits

An examination of the historical, legal, and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing, and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study. A cumulative GPA of 2.75 is required.

EDU 465 Student Teaching and Seminar 12 Credits

A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers.

Prerequisite(s): 1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of "C+" or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.

ELD 128 Developing Mathematical Ideas for Elementary School Teachers 1 Credits

Prospective teachers will examine the mathematics content and curriculum that is taught in grades K-6, focusing upon the multi-layered aspects of the topics that successful elementary teachers need to understand profoundly in order to provide appropriate instruction. There will be a series of topics selected from those that have historically been especially difficult for teachers to thoroughly understand at the depth needed to teach effectively. Some of the topics may vary each semester.

ELD 307 Emergent Literacy P-3 3 Credits

This course is needed to meet the requirements for the specialized endorsement in Early Childhood. The course establishes a solid foundation of knowledge about literacy in the early years and dispels myths regarding readiness to read and write. In addition, the course contains the foundational aspects of literacy, including the relationship between oral language and literacy, the linguistic foundation of literacy, and the social contexts of literacy learning. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 308 Fostering Language and Literacy Development 3 Credits

Explores current understanding of the fields of reading/language arts from the perspectives of theory and practice. Students write lesson plans, critique methods of instruction and assessment and develop a portfolio of an individual student from their field site. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206; ELD 307.

ELD 350 Early Adolescence 1 Credits

This course will focus on common dilemmas faced by young people as they move from childhood into adolescence. It will examine age-related differences between children and adolescents and consider ways to create stimulating environments that fit this developmental transition. Representations of adolescence in the media and in research will be compared, including common stereotypes. A cumulative GPA of 2.75 is required.

ELD 355 Teaching in the Inclusive Middle School Classroom 1 Credits

This course will highlight the legal and ethical responsibilities of general education teachers in the middle school classroom. The special education process will be discussed and methods to address special needs in the classroom will be shared. Strategies to differentiate instruction and work collaboratively with school community members will help pre-service teachers develop and implement effective instruction that meets diverse needs in the middle school inclusive classroom.

Prerequisite(s): EDU 106 and EDU 206 and a cumulative GPA of 2.75 is required.

ELD 360 Structure and Culture of Middle School Classroom 1 Credits

This course focuses on the teaching of those concepts critical to the understanding of the structure and culture of middle school education. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 375 Methods of Teaching Mathematics in Elementary Classrooms 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with ACET, NAEYC, and NCTM Standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experience, theme cycles, use of technology, and traditional and non-traditional assessment strategies. Field experiences will consist of classroom observations and teaching individuals and/or small groups of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206, MTH 102 or MTH 105 or MTH 210.

ELD 376 Teaching Science, Social Studies and the Arts N-6 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 six (based on NCSS, NSTA, and NAEA Standards). Emphasis is placed on an integrated approach to curriculum, with lesson and unit planning activities that incorporate hands-on-experiences, discovery learning and traditional and non-traditional assessment strategies. Field experience will consist of observation and analysis of classroom instruction and the teaching of lessons to individual and/or small groups of children. A cumulative GPA of 2.75 is required.

Prerequisite(s): ELD 307 and ELD 375.

ELD 380 Methods of Teaching Mathematics in the Middle School 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students in grades six through eight. In keeping with the National Council of Teachers of Mathematics (NCTM) Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experience, use of technology, and traditional and non-traditional assessment. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 385 Teaching Science in the Middle School 3 Credits

This course focuses on the teaching of sciences that is developmentally appropriate for students in grades six through eight. In keeping with the National Science Education Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experiences, use of technology and traditional and non-traditional assessment strategies. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 390 Teaching Social Studies in the Middle School 3 Credits

This course focuses on the teaching of social studies that is developmentally appropriate for students in grades six through eight. Its focus will explore understanding of United States history, geography and civics from the perspective of the middle school. The course emphasizes the ten themes of social studies as developed by the National Council for the Social Studies. In addition to the facts, concepts and generalizations encompassed by the ten themes, the course works with academic, social, thinking and citizenship skills. The required, intensive field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 395 Literacy Learning in the Middle School 3 Credits

This course focuses on the teaching of literacy that is developmentally appropriate for students in grades six through eight. It explores processes in reading, writing, speaking, listening and viewing, relationships among the language arts and other subject areas, and the development of critical literacy and cognitive strategies. The intense field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hour's credit to be assigned is determined by the department.

SPE 201 Foundations in Special Education and Inclusive Practice 3 Credits

This course emphasizes the foundations of special education and introduces students to inclusive practice. Philosophical, historical, and legal foundations of special education and characteristics of students with disabilities will be examined. Students will learn the components of an Individualized Education Program (IEP), how to adapt learning environments and curricular materials, as well as how to select and implement modifications for students with disabilities. Inclusive educational practices including communication, coteaching, and collaborative partnerships will be addressed through case studies and fieldwork.

Prerequisite(s): A cumulative GPA of 2.75 is required.

SPE 202 Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities 3 Credits

This course is designed to examine the characteristics of individuals with Autism Spectrum Disorder (ASD) and strategies to support their academic, communication, and social/behavioral growth, including the use of assistive technology and positive behavioral supports. Methods and strategies for ASD and other low incidence disabilities will be explored. Through active participation in class and field sites, students will become aware of the various social issues related to family, education, transition, community resources and work experiences of individuals with these disabilities. Students will be required to complete a minimum of 30 weekday field hours in addition to regularly scheduled class hours.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 210 Global Encounters 3 Credits

This course is an international learning experience focused on exploring educational opportunities in the United States and abroad. Students will study the history, policy and practice of special education in the United States and compare it with another country and culture first hand, through lectures, school visits and reflection. Current strategies and challenges of educators and families supporting individuals with disabilities will be examined. Through this cross-cultural experience, students will broaden perspectives and develop cultural awareness, knowledge, and understanding of diversity. This course is open to all students and disciplines. There are no prerequisites.

SPE 300 Inclusive Practices for General Education Teachers 3 Credits

This online course is designed to introduce preservice general education teachers students to special education and the inclusive classroom. Students will explore current issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed. A cumulative gpa of 2.75 is required. Prerequisite(s): EDU 106 and EDU 206.

SPE 303 Assessment and Instruction for Students with Disabilities 3 Credits

This course will emphasize the relationship between assessment and instructional design and implementation. Coursework includes the evaluation, selection, development, and adaptation of standardized, normreferenced, and functional assessments, such as a Functional Behavioral Assessment (FBA) and Ecological Assessment. Strategies to support literacy instruction for students with disabilities will be examined. Transition planning, program development, and agencies available to support students with disabilities and their families will be explored. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 304 Assessment and Instruction in the Inclusive Classroom 3 Credits

This course will emphasize assessment, planning, and instructional design to maximize the learning of all students, including those with exceptional learning needs, in the inclusive classroom. Students will have the opportunity to explore a variety of instructional strategies to meet the needs of diverse learners. Organization of learning environments and the collaborative process, including co-teaching models, will be utilized to design a long-term unit plan. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 305 Assessment and Instruction for Students with Autism Spectrum Disorders 3 Credits

Through this course, teacher candidates will learn both theories related to teaching students with Autism Spectrum Disorder (ASD) as well as best practices in the classroom related to academic instruction, as well as emotional, behavioral, and communicative interventions. This course also includes a field component, in which teacher candidates are expected to complete 10 hours of observation in a classroom with students with ASD. The course begins by examining the characteristics of the disability, causes, early warning signs, diagnostic procedures, and early intervention practices. Specific practices related to instruction and intervention as well as how to best structure a classroom for students will be examined. Teacher candidates will receive instruction in a variety of strategies and practices, even those that do not yet qualify as EBPs, as well as their theoretical underpinnings. Strategies for communicating effectively and efficiently with parents, as well as the most current and/or special issues in the field will also be discussed. Issues related to post-secondary transition will also be examined. A cumulative GPA of 2.75 is required.

SST 300 Historical & Contemporary Issues in the Social Studies 3 Credits

This course is designed to provide education and non-education majors a comprehensive introduction to, and understanding of, social studies knowledge. This knowledge covers a broad array of academic disciplines, including American/World History, Government and Politics, Geography, Economics, and the various behavioral sciences. The course is aimed at engendering a theoretical grasp of the essential elements of these disciplines, as well as a practical understanding of how the content areas exist in both human society and contemporary policies/issues.

TEC 200 Google® Educator Level One Training 3 Credits

This course will provide the skills and knowledge for pre-service teachers in undergraduate education to successfully take the Google® Educator Level One Exam.

TEC 201 Internet Ethics 1 Credits

This course focuses on using the Internet to explore and reflect on current ethical issues involving technology. These include individual privacy, legal issues such as fair use and copyright laws, and social issues such as bullying and social networking. Students will explore these topics using a variety of search engines and will reflect on the information found in terms of its impact on society as well as its appropriate uses in personal life, education and business. Pass/fail.

TEC 202 Smartboard 1 Credits

This course is designed to provide an opportunity for students to become familiar with the features and applications of Smartboard, an interactive whiteboard that can be used in classrooms and professional presentations. Students will gain experience using the touch screen and in integrating the features of the program into learning and professional materials. Pass/fail.

TEC 203 Desktop Publishing and Web Page Design 1 Credits

This course provides students with the ability to use desktop publishing software to create materials suitable for use in classrooms, professional settings, and personal use, and with the ability to design web pages. The course is appropriate for anyone who will be involved in designing classroom and student publications and for those who will use web pages in their teaching or personal lives. Discussion will be held on how to use desktop publishing and web page design in elementary and secondary school settings. A project involving application of various desktop publishing and web page design techniques will be completed and demonstrated to the class. Pass/fail.

TEC 204 Electronic Spreadsheets and Classroom Management Software 1 Credits

Basic electronic spreadsheet concepts and applications are taught using a major spreadsheet program. Topics include writing basic formulas, copying formulas, playing "What If," customizing a worksheet, and printing a spreadsheet. Discussions will be held on how to integrate spreadsheets into elementary and secondary classes and activities. Pass/fail.

TEC 206 Teaching and Presenting with Technology 1 Credits

This course covers designing, planning, and using technology enhanced instruction and presentations. Group assignments will enable students to explore uses of technology to enhance instruction and presentations. Collaboration will be encouraged when discussing the efficient and effective use of technology. Three collaborative group reports will be submitted dealing with discussion questions and chapter topics. Appropriate web sites and programs will be visited. Students will design a final original application that could be used to create motivation and visual learning in a specific classroom or other professional setting related to their major areas of study. Emphasis will be given to technology integration strategies. A final oral presentation of individual projects will be given.

TEC 207 Social Media for Education 3 Credits

Social Media for Education will introduce students to the structure and culture of social media and how social networking applies to the educational environment. This three-credit course will foster a deep understanding of how social media in education can benefit students, teachers, administrators, staff, and stakeholders.

TEC 307 Concepts Instruct Media & Tech 3 Credits

Designed to provide the student with familiarity and appreciation of the role of educational technology in the workplace as it applies to students, teachers, administrators, and trainers. The student will explore the Internet, various educational multimedia, distance learning, virtual reality environments, learning theories, and integration models. Appropriate developmental/reflective strategies will be incorporated with instruction. Although multimedia microcomputers will be utilized throughout the course, prior microcomputer knowledge and experience is not a critical element. Multimedia expertise will be developed as the course progresses.

TEC 308 Directed Study in Instruct 3 Credits

Designed to enable the student to develop instructional presentations utilizing the advantages of multimedia technology. Each student will be required to create a multimedia portfolio that contains information presentations, cumulative records, presenter notes, work samples, photo library, video animation, and audio narration. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail. Expertise will be developed as the course progresses.

TEC 309 Instruct Media/Technology Management 3 Credits

Designed to develop technology management skills that can be used for individual classrooms, training centers, subject area specializations, grade levels, school laboratories, curriculum integration, administrative functions, system networks, community services, communication systems and connecting linkages between educational/work environments and home. Various management strategies will be explored and each student will have an opportunity to design, via a multimedia microcomputer, an instructional technology system of their choice along with a management plan. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail.

Prerequisite(s): At least six semester hours of technology courses or modules.

TEC 404 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners.

TEC 490 Independent Research and Study 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

IND 210 Global Encounters: Special Education Abroad: A Comparative Experience 3 Credits

This course provides students with an exposure to foreign cultures consisting of both travel and study components. Destinations may include countries in Europe, Latin America, or Asia. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political, and aesthetic cultural components appropriate to the location(s) visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. A travel fee is required. No foreign language skills are required unless otherwise indicated.

Elementary Education with a Concentration in Multidisciplinary Studies

Program Overview

The elementary education program in the Department of Teacher Education prepares students for fulfilling teaching careers in America's diverse society. Rider was the first private New Jersey institution to hold the highest accreditation possible in teaching from the National Council for the Accreditation of Teacher Education (NCATE/CAEP) and we offer graduates added value and recognition nationwide when seeking employment or admission to graduate study.

Curriculum Overview

As they begin their path to becoming effective and skilled elementary school teachers, students in Rider's elementary education program engage in studies that provide an academic background for those subjects they will be teaching.

The Multidisciplinary Studies concentration seeks to provide students with a broad-based Liberal Arts education in four areas: English, mathematics, science, and history. By combining these different areas of study, students will be able to develop a unique plan of study to achieve their personal and career goals. In addition to being qualified to teach all four areas in grades kindergarten through 6, students will also accumulate at least 15 credits in one of the four areas so that they will be highly qualified in the state of New Jersey to teach, additionally, in grades 6 through 8 in one particular subject area. This course of study will enable students to expand their level of certification and thus be marketable to teach at either the elementary or middle school level.

In addition, elementary education majors may also elect to pursue the following endorsements, minors, and certifications: English as a second language/bilingual education, middle school, early childhood, or special education. Please see the Concentration Requirements tab on this page for further information on these programs.

Degree Offered

- B.A. in Elementary Education

Contact

Sharon S. McKool, Ph.D.

Associate Professor and Chairperson

Memorial Hall 102D

609-895-5527

smckool@rider.edu

Program Website: Elementary Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Associated Department: Department of Teacher Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Accreditation Information

National Council for the Accreditation of Teacher Education (NCATE/CAEP) (<http://www.ncate.org>)

Related Programs

- Secondary Education (p. 272)
- Business Education (p. 204)/Marketing Education (p. 204)

Elementary education majors pursuing the Multidisciplinary Studies concentration may also elect to pursue the following endorsements, minors, and certifications: English as a second language/bilingual education, middle school, early childhood, or special education. Please see the Concentration Requirements tab on this page for further information on these programs.

Elementary Education General Studies Requirements

(61 credits minimum)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Intro To Psychology	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Fine Arts Elective		3
Foreign Language Elective ¹		3
History Elective		3
Literature Elective		3
Science Electives (one lab)		7
Technology Elective		3
NCT 010	Freshman Seminar (one Supplemental Education Unit)	0
General Studies Electives (varies according to concentration)		18
Total Credits		61

Professional Education

(31 credits minimum)

Code	Title	Credits
Methodology, curriculum and instruction courses, with associated field experiences: ²		
ELD 307	Emergent Literacy P-3	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3

ELD 308	Fostering Language and Literacy Development	3
ELD 376	Teaching Science, Social Studies and the Arts N-6	3
ELD 350	Early Adolescence	1
SPE 300	Inclusive Practices for General Education Teachers	3
Education Elective		3
Capstone professional semester of student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		31

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.
- ³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Multidisciplinary Concentration

(31 credits minimum)

Code	Title	Credits
ENG 236	Applied Grammar & Syntax	3
MTH 151	Mathematics for Education Majors II ¹	3
MTH 152	Mathematics for Education Majors III ¹	3
English Literature Elective		3
History Elective		3
History Elective		3
Liberal Arts and Science Elective ²		3
Liberal Arts and Science Elective ²		3
Liberal Arts and Science Elective ²		3
Science Elective with Lab (bio/phy)		4
Total Credits		31

- ¹ Or other approved Mathematics course.
- ² These electives must be used to acquire a total of 15 credits in English, history, science or mathematics.

Concentration Requirements

Undergraduate elementary education majors can elect to pursue the following endorsements, minors, and certifications:

- Elementary Education with a concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement
- Elementary Education with a concentration in Multidisciplinary Studies with a minor in Middle School
- Elementary Education with a concentration in Multidisciplinary Studies with a minor in Early Childhood Education
- Elementary Education with a concentration in Multidisciplinary Studies with a minor in Special Education

Concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement

(123 credits minimum)

Elementary Education General Studies Requirements

(46 credits minimum)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Intro To Psychology	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Fine Arts Elective		3
Foreign Language Elective ¹		3
History Elective		3
Literature Elective		3
Science Electives (one lab)		7
Technology Elective		3
NCT 010	Freshman Seminar	0
General Studies Elective (LAS or EDU)		3
Total Credits		46

Professional Education

(31 credits minimum)

Code	Title	Credits
Methodology, curriculum and instruction courses, with associated field experiences: ²		
ELD 307	Emergent Literacy P-3	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3
ELD 308	Fostering Language and Literacy Development	3
ELD 376	Teaching Science, Social Studies and the Arts N-6	3
ELD 350	Early Adolescence	1
SPE 300	Inclusive Practices for General Education Teachers	3
Education Elective		3
Capstone professional semester of student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		31

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Multidisciplinary Concentration

(31 credits minimum)

Code	Title	Credits
ENG 236	Applied Grammar & Syntax	3
MTH 151	Mathematics for Education Majors II ¹	3
MTH 152	Mathematics for Education Majors III ¹	3
English Literature Elective		3
History Elective		3
History Elective		3
Liberal Arts and Science Elective ²		3
Liberal Arts and Science Elective ²		3
Liberal Arts and Science Elective ²		3
Science Elective with Lab (bio/phy)		4
Total Credits		31

¹ Or other approved mathematics course.

² These electives must be used to acquire a total of 15 credits in English, history, science or mathematics.

ESL (English as a Second Language) Endorsement

(15 credits minimum)

Code	Title	Credits
EDU 320	Introduction to Linguistics and Psycholinguistics	3
EDU 358	Literacy and the Bilingual/Bicultural Child	3
EDU 420	Teaching a Second Language	3
EDU 460	Educating and Evaluating the Bilingual Child	3
Multicultural Elective		3
Total Credits		15

Concentration in Multidisciplinary Studies with a minor in Middle School

(123 credits minimum)

Elementary Education General Studies Requirements

(56 credits minimum)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3

PSY 100	Intro To Psychology	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Fine Arts Elective		3
Foreign Language Elective ¹		3
History Elective		3
Literature Elective		3
Science Electives (one lab)		7
Technology Elective		3
NCT 010	Freshman Seminar	0
General Studies Electives (LAS or EDU)		13
Total Credits		56

Professional Education

(31 credits minimum)

Code	Title	Credits
Methodology, curriculum and instruction courses, with associated field experiences: ²		
ELD 307	Emergent Literacy P-3	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3
ELD 308	Fostering Language and Literacy Development	3
ELD 376	Teaching Science, Social Studies and the Arts N-6	3
ELD 350	Early Adolescence	1
SPE 300	Inclusive Practices for General Education Teachers	3
Education Elective		3
Capstone professional semester of student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		31

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Multidisciplinary Concentration

(31 credits minimum)

Code	Title	Credits
ENG 236	Applied Grammar & Syntax	3
MTH 151	Mathematics for Education Majors II ¹	3
MTH 152	Mathematics for Education Majors III ¹	3
English Literature Elective		3
History Elective		3
History Elective		3
Liberal Arts and Science Elective ²		3

Liberal Arts and Science Elective ²	3
Liberal Arts and Science Elective ²	3
Science Elective with Lab (bio/phy)	4
Total Credits	31

¹ Or other approved mathematics course.

² These electives must be used to acquire a total of 15 credits in English, history, science or mathematics.

Minor in Middle School

(5 credits minimum)

Code	Title	Credits
ELD 355	Teaching in the Inclusive Middle School Classroom	1
ELD 360	Structure and Culture of Middle School Classroom	1
At least one of the following to coordinate with subject matter specialization:		3
ELD 380	Methods of Teaching Mathematics in the Middle School	
or ELD 385	Teaching Science in the Middle School	
or ELD 390	Teaching Social Studies in the Middle School	
or ELD 395	Literacy Learning in the Middle School	
Total Credits		5

Concentration in Multidisciplinary Studies with a minor in Early Childhood Education

(123 credits minimum))

Elementary Education General Studies Requirements

(49 credits minimum)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	3
CMP 125	Research Writing	
or BHP 150	Honors Seminar: Great Ideas II	3
COM 104	Speech Communication	
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Intro To Psychology	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Fine Arts Elective		3
Foreign Language Elective ¹		3
History Elective		3
Literature Elective		3
Science Electives (one lab)		7
Technology Elective		3
NCT 010	Freshman Seminar	0
General Studies Electives		6
Total Credits		49

Professional Education

(31 credits minimum)

Code	Title	Credits
Methodology, curriculum and instruction courses, with associated field experiences: ²		
ELD 307	Emergent Literacy P-3	3
ELD 376	Teaching Science, Social Studies and the Arts N-6	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3
ELD 308	Fostering Language and Literacy Development	3
ELD 350	Early Adolescence	1
SPE 300	Inclusive Practices for General Education Teachers	3
Education Elective		3
Capstone professional semester of student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		31

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Multidisciplinary Concentration

(31 credits minimum)

Code	Title	Credits
ENG 236	Applied Grammar & Syntax	3
MTH 151	Mathematics for Education Majors II ¹	3
MTH 152	Mathematics for Education Majors III ¹	3
English Literature Elective		3
History Elective		3
History Elective		3
Liberal Arts and Science Elective ²		3
Liberal Arts and Science Elective ²		3
Liberal Arts and Science Elective ²		3
Science Elective with Lab (bio/phy)		4
Total Credits		31

¹ Or other approved mathematics course.

² These electives must be used to acquire a total of 15 credits in English, history, science or mathematics.

Minor in Early Childhood Education

(12 credits minimum)

Code	Title	Credits
ECE 200	Infant and Toddler Care and Education	3
ECE 332	Issues and Challenges in Early Childhood Education	3

ECE 450	Developmental Methods and Assessment in Early Childhood Education	3
PSY 230	Child Development	3
Total Credits		12

Concentration in Multidisciplinary Studies with a minor in Special Education

(123 credits minimum)

Elementary Education General Studies Requirements

(43 credits minimum)

Code	Title	Credits
CMP 120 or BHP 100	Expository Writing ¹ Honors Seminar: Great Ideas I	3
CMP 125 or BHP 150	Research Writing Honors Seminar: Great Ideas II	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Intro To Psychology	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Fine Arts Elective		3
Foreign Language Elective ¹		3
History Elective		
Literature Elective		3
Science Electives (one lab)		7
Technology Elective		3
NCT 010	Freshman Seminar	0
General Studies Elective (LAS or EDU)		3
Total Credits		43

Professional Education

(28 credits minimum)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 307	Emergent Literacy P-3	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms	3
ELD 308	Fostering Language and Literacy Development	3
ELD 376	Teaching Science, Social Studies and the Arts N-6	3
ELD 350	Early Adolescence	1
Education Elective		3
Capstone professional semester of student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		28

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL Education Methods Courses.

³ Students must have a “C+” or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Multidisciplinary Concentration

(31 credits minimum)

Code	Title	Credits
ENG 236	Applied Grammar & Syntax	3
MTH 150	Mathematics for Education Majors I ¹	3
MTH 152	Mathematics for Education Majors III ¹	3
English Literature Elective		3
History Elective		3
History Elective		3
Liberal Arts and Science Elective		3
Liberal Arts and Science Elective		3
Liberal Arts and Science Elective		3
Science Elective with lab (bio/phy)		4
Total Credits		31

¹ Or other approved mathematics course.
² These electives must be used to acquire a total of 15 credits in English, history, science or mathematics.

Minor in Special Education

(21 credits minimum)

Code	Title	Credits
PSY 212	Introduction to Applied Behavior Analysis	3
PSY 237	Cognitive Disabilities	3
SPE 201	Foundations in Special Education and Inclusive Practice	3
SPE 202	Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities	3
SPE 303	Assessment and Instruction for Students with Disabilities	3
SPE 304	Assessment and Instruction in the Inclusive Classroom	3
TEC 404	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
Total Credits		21

Academic Plans of Study

The following educational plans are provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

- Elementary Education with a concentration in Multidisciplinary Studies (p. 264)

- Elementary Education with a concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement (p. 265)
- Elementary Education with a concentration in Multidisciplinary Studies with a minor in Middle School (p.)
- Elementary Education with a concentration in Multidisciplinary Studies with a minor in Early Childhood Education (p.)
- Elementary Education with a concentration in Multidisciplinary Studies with a minor in Special Education (p.)

Elementary Education with a Concentration in Multidisciplinary Studies

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Introduction to Psychology (Fine Arts Elective)	3
Fine Arts Elective		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
MTH 151	Mathematics for Education Majors II	3
Foreign Language Elective ¹		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
ELD 350	Early Adolescence	1
MTH 152	Mathematics for Education Majors III	3
English Literature Elective		3
History Elective		3
Science Elective with a lab (bio/phy)		4
General Studies Elective ²		3
Semester Credit Hours		17
Spring Semester		
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
ENG 236	Applied Grammar & Syntax	3
General Studies Elective ²		3
History Elective		3
Technology Elective		1
Semester Credit Hours		16
Year 3		
Fall Semester		
SPE 300	Inclusive Practices for General Education Teachers	3
Liberal Arts and Science Elective ⁴		3

Literature Elective	3
General Studies Elective ²	3
Science Elective with lab (bio/phy)	4
Semester Credit Hours	16
Spring Semester	
ELD 307 Emergent Literacy P-3 ⁵	3
ELD 375 Methods of Teaching Mathematics in Elementary Classrooms ⁵	3
Education Elective	3
General Studies Elective ²	3
Liberal arts and Science Elective ⁴	3
Technology Elective	1
Semester Credit Hours	16
Year 4	
Fall Semester	
ELD 308 Fostering Language and Literacy Development ⁶	3
ELD 376 Teaching Science, Social Studies and the Arts N-6 ⁶	3
General Studies Elective ²	3
General Studies Elective ²	3
Liberal Arts and Science Elective ⁴	3
Semester Credit Hours	15
Spring Semester	
EDU 465 Student Teaching and Seminar ⁷	12
Semester Credit Hours	12
Total Credit Hours for Graduation	123

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a Liberal Arts and Science elective provided the prerequisites have been met.
- ⁵ ELD 375 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Elementary Education with a concentration in Multidisciplinary Studies with an ESL/Bilingual Endorsement

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
PSY 100	Introduction to Psychology	3
MTH 150	Mathematics for Education Majors I ¹	3
Fine Arts Elective		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
MTH 151	Mathematics for Education Majors II	3
Foreign Language Elective ¹		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
MTH 152	Mathematics for Education Majors III	3
English Literature Elective		3
History Elective		3
Multicultural Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16
Spring Semester		
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
EDU 320	Introduction to Linguistics and Psycholinguistics	3
ENG 236	Applied Grammar & Syntax	3
Literature Elective		3
Semester Credit Hours		15
Year 3		
Fall Semester		
SPE 300	Inclusive Practices for General Education Teachers	3
ELD 350	Early Adolescence	1
History Elective		3
Liberal Arts and Science Elective ³		3
Science Elective with a lab (bio/phy)		4
Technology Elective		1
Semester Credit Hours		15
Spring Semester		
ELD 307	Emergent Literacy P-3 ⁴	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁴	3

EDU 358	Literacy and the Bilingual/Bicultural Child	3
Education Elective		3
Liberal Arts and Science Elective ³		3
Technology Elective		1
Semester Credit Hours		16
Year 4		
Fall Semester		
ELD 308	Fostering Language and Literacy Development ⁵	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁵	3
EDU 420	Teaching a Second Language	3
General Studies Elective ⁶		3
Liberal Arts and Science Elective ³		3
Semester Credit Hours		15
Spring Semester		
EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		120

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a Liberal Arts and Science elective provided the prerequisites have been met.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁶ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students

Fine Arts Elective		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
COM 104	Speech Communication	3
MTH 151	Mathematics for Education Majors II	3
Foreign Language Elective ¹		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

ELD 350	Early Adolescence	1
MTH 152	Mathematics for Education Majors III	3
English Literature Elective		3
History Elective		3
General Studies Elective ²		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
ENG 236	Applied Grammar & Syntax	3
General Studies Elective ²		3
History Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 3**Fall Semester**

SPE 300	Inclusive Practices for General Education Teachers	3
General Studies Elective ²		3
Liberal Arts and Science Elective ⁴		3
Science Elective with a lab (bio/phy)		4
One course from the following:		3
ELD 380	Methods of Teaching Mathematics in the Middle School	
ELD 385	Teaching Science in the Middle School	
ELD 390	Teaching Social Studies in the Middle School	
ELD 395	Literacy Learning in the Middle School	
Semester Credit Hours		16

Spring Semester

ELD 307	Emergent Literacy P-3 ⁵	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁵	3
ELD 355	Teaching in the Inclusive Middle School Classroom	1
Education Elective		3
General Studies Elective ²		3
Liberal Arts and Science Elective ⁴		3
Semester Credit Hours		16

Elementary Education with a concentration in Multidisciplinary Studies with a minor in Middle School

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Introduction to Psychology	3

Year 4**Fall Semester**

ELD 308	Fostering Language and Literacy Development ⁶	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁶	3
ELD 360	Structure and Culture of Middle School Classroom	1
General Studies Elective ²		1
Liberal Arts and Science Elective ⁴		3
Literature Elective		3
Technology Elective		1
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		123

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ Any course in the College of Liberal Arts & Sciences may be used as a Liberal Arts and Science elective provided the prerequisites have been met.

⁵ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Elementary Education with a concentration in Multidisciplinary Studies with a minor in Early Childhood Education

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Introduction to Psychology	3

Fine Arts Elective		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
COM 104	Speech Communication	3
MTH 151	Mathematics for Education Majors II	3
Foreign Language Elective ¹		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

ECE 200	Infant and Toddler Care and Education	3
ELD 350	Early Adolescence	1
MTH 152	Mathematics for Education Majors III	3
English Literature Elective		3
History Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
ENG 236	Applied Grammar & Syntax	3
PSY 230	Child Development	3
Literature Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 3**Fall Semester**

ECE 332	Families, Community, and Diversity in Early Childhood Education	3
SPE 300	Inclusive Practices for General Education Teachers	3
History Elective		3
Liberal Arts and Science Elective ³		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16

Spring Semester

ELD 307	Emergent Literacy P-3 ⁴	3
ELD 376	Teaching Science, Social Studies and the Arts N-6 ⁴	3
Education Elective		3
General Studies Elective ⁵		3
Technology Elective		1
Liberal Arts and Science Elective ³		3
Semester Credit Hours		16

Year 4**Fall Semester**

ECE 450	Developmental Methods and Assessment in Early Childhood Education	3
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ELD 308 ⁶	Fostering Language and Literacy Development	3
ELD 376 ⁶	Teaching Science, Social Studies and the Arts	3
General Studies Elective ⁵		3
Liberal arts and Science Elective ³		3
Semester Credit Hours		15
Spring Semester		
EDU 465 ⁷	Student Teaching and Seminar	12
Semester Credit Hours		12
Total Credit Hours for Graduation		123

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the College of Liberal Arts & Sciences may be used as a Liberal Arts and Science elective provided the prerequisites have been met.

⁴ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.

⁵ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments test: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Elementary Education with a concentration in Multidisciplinary Studies with a minor in Special Education

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Introduction to Psychology	3
Fine Arts Elective		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3

COM 104	Speech Communication	3
MTH 151	Mathematics for Education Majors II	3
Foreign Language Elective ¹		3
Science Elective (bio/phy)		3
Semester Credit Hours		15

Year 2

Fall Semester

ELD 350	Early Adolescence	1
MTH 152	Mathematics for Education Majors III	3
SPE 201	Foundations in Special Education and Inclusive Practice	3
English Literature Elective		3
History Elective		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
ENG 236	Applied Grammar & Syntax	3
PSY 212	Introduction to Applied Behavior Analysis	3
History Elective		3
Semester Credit Hours		15

Year 3

Fall Semester

PSY 237	Cognitive Disabilities	3
SPE 202	Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities	3
Education Elective		3
General Studies Elective ³		3
Liberal Arts and Science Elective ⁴		3
Literature Elective		3
Semester Credit Hours		18

Spring Semester

ELD 307	Emergent Literacy P-3 ⁵	3
ELD 375	Methods of Teaching Mathematics in Elementary Classrooms ⁵	3
SPE 303	Assessment and Instruction for Students with Disabilities	3
Liberal Arts and Science Elective ⁴		3
Science Elective with a lab (bio/phy)		4
Semester Credit Hours		16

Year 4

Fall Semester

ELD 308 ⁶	Fostering Language and Literacy Development	3
ELD 376 ⁶	Teaching Science, Social Studies and the Arts	3
SPE 304	Assessment and Instruction in the Inclusive Classroom	3
TEC 404	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3

Liberal Arts and Science Elective ⁴	3
Semester Credit Hours	15
Spring Semester	
EDU 465 Student Teaching and Seminar ⁷	12
Semester Credit Hours	12
Total Credit Hours for Graduation	123

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ Any course in the College of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁴ Any course in the College of Liberal Arts & Sciences may be used as a Liberal Arts and Science elective provided the prerequisites have been met.
- ⁵ ELD 307 and ELD 375 must be taken concurrently. Students must pass all sections of the Core Academic Skills for Educators Test (Test Code 5751) in order to register for these courses.
- ⁶ ELD 308 and ELD 376 must be taken concurrently in the semester preceding student teaching.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Subject Assessments: Elementary Education Multiple Subjects test (Test Code 5001) six months prior to Student Teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

ECE 200 Infant and Toddler Care and Education 3 Credits

Focuses on nutritional and psychological influences on infant, and toddler growth and development, inclusive of current research in infant development; childbirth; breast feeding; infant simulation; intellectual development; attachment behavior; and infants in group care. Recognizing that there is increased demand for infant/toddler care, it is increasingly important to assure that America's infants receive a safe, healthy, emotionally secure, and intellectually rich start in life. High quality care and education of very young children are based upon responsive and respectful relationships among all of the people in each child's life.

ECE 332 Families, Community, and Diversity in Early Childhood Education 3 Credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ECE 450 Developmental Methods and Assessment in Early Childhood Education 3 Credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

EDU 106 Contexts Of Schooling 3 Credits

Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies-- students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU 106 and EDU 206. There is no Praxis requirement for Secondary Education students registering for EDU 106 and EDU 206.

EDU 206 Developmental Education Psychology 3 Credits

This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children and adolescents; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with EDU 106: Contexts of Schooling. A cumulative GPA of 2.75 is required.

EDU 320 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE 320. Students cannot get credit for both FLE 320 and EDU 320.

EDU 358 Literacy and the Bilingual/Bicultural Child 3 Credits

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

EDU 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required. *NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and EDU 420.

Prerequisite(s): EDU 106 and EDU 206.

EDU 451 Special Topics in Education 1-6 Credits

Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

EDU 460 Educating and Evaluating the Bilingual Child 3 Credits

An examination of the historical, legal, and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing, and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study. A cumulative GPA of 2.75 is required.

EDU 465 Student Teaching and Seminar 12 Credits

A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers.

Prerequisite(s): 1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of "C +-" or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.

ELD 128 Developing Mathematical Ideas for Elementary School Teachers 1 Credits

Prospective teachers will examine the mathematics content and curriculum that is taught in grades K-6, focusing upon the multi-layered aspects of the topics that successful elementary teachers need to understand profoundly in order to provide appropriate instruction. There will be a series of topics selected from those that have historically been especially difficult for teachers to thoroughly understand at the depth needed to teach effectively. Some of the topics may vary each semester.

ELD 307 Emergent Literacy P-3 3 Credits

This course is needed to meet the requirements for the specialized endorsement in Early Childhood. The course establishes a solid foundation of knowledge about literacy in the early years and dispels myths regarding readiness to read and write. In addition, the course contains the foundational aspects of literacy, including the relationship between oral language and literacy, the linguistic foundation of literacy, and the social contexts of literacy learning. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 308 Fostering Language and Literacy Development 3 Credits

Explores current understanding of the fields of reading/language arts from the perspectives of theory and practice. Students write lesson plans, critique methods of instruction and assessment and develop a portfolio of an individual student from their field site. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206; ELD 307.

ELD 350 Early Adolescence 1 Credits

This course will focus on common dilemmas faced by young people as they move from childhood into adolescence. It will examine age-related differences between children and adolescents and consider ways to create stimulating environments that fit this developmental transition. Representations of adolescence in the media and in research will be compared, including common stereotypes. A cumulative GPA of 2.75 is required.

ELD 355 Teaching in the Inclusive Middle School Classroom 1 Credits

This course will highlight the legal and ethical responsibilities of general education teachers in the middle school classroom. The special education process will be discussed and methods to address special needs in the classroom will be shared. Strategies to differentiate instruction and work collaboratively with school community members will help pre-service teachers develop and implement effective instruction that meets diverse needs in the middle school inclusive classroom.

Prerequisite(s): EDU 106 and EDU 206 and a cumulative GPA of 2.75 is required.

ELD 360 Structure and Culture of Middle School Classroom 1 Credits

This course focuses on the teaching of those concepts critical to the understanding of the structure and culture of middle school education. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 375 Methods of Teaching Mathematics in Elementary Classrooms 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with ACET, NAEYC, and NCTM Standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experience, theme cycles, use of technology, and traditional and non-traditional assessment strategies. Field experiences will consist of classroom observations and teaching individuals and/or small groups of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206, MTH 102 or MTH 105 or MTH 210.

ELD 376 Teaching Science, Social Studies and the Arts N-6 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 six (based on NCSS, NSTA, and NAEA Standards). Emphasis is placed on an integrated approach to curriculum, with lesson and unit planning activities that incorporate hands-on-experiences, discovery learning and traditional and non-traditional assessment strategies. Field experience will consist of observation and analysis of classroom instruction and the teaching of lessons to individual and/or small groups of children. A cumulative GPA of 2.75 is required.

Prerequisite(s): ELD 307 and ELD 375.

ELD 380 Methods of Teaching Mathematics in the Middle School 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students in grades six through eight. In keeping with the National Council of Teachers of Mathematics (NCTM) Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experience, use of technology, and traditional and non-traditional assessment. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 385 Teaching Science in the Middle School 3 Credits

This course focuses on the teaching of sciences that is developmentally appropriate for students in grades six through eight. In keeping with the National Science Education Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experiences, use of technology and traditional and non-traditional assessment strategies. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 390 Teaching Social Studies in the Middle School 3 Credits

This course focuses on the teaching of social studies that is developmentally appropriate for students in grades six through eight. Its focus will explore understanding of United States history, geography and civics from the perspective of the middle school. The course emphasizes the ten themes of social studies as developed by the National Council for the Social Studies. In addition to the facts, concepts and generalizations encompassed by the ten themes, the course works with academic, social, thinking and citizenship skills. The required, intensive field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 395 Literacy Learning in the Middle School 3 Credits

This course focuses on the teaching of literacy that is developmentally appropriate for students in grades six through eight. It explores processes in reading, writing, speaking, listening and viewing, relationships among the language arts and other subject areas, and the development of critical literacy and cognitive strategies. The intense field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hour's credit to be assigned is determined by the department.

SPE 201 Foundations in Special Education and Inclusive Practice 3 Credits

This course emphasizes the foundations of special education and introduces students to inclusive practice. Philosophical, historical, and legal foundations of special education and characteristics of students with disabilities will be examined. Students will learn the components of an Individualized Education Program (IEP), how to adapt learning environments and curricular materials, as well as how to select and implement modifications for students with disabilities. Inclusive educational practices including communication, coteaching, and collaborative partnerships will be addressed through case studies and fieldwork.

Prerequisite(s): A cumulative GPA of 2.75 is required.

SPE 202 Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities 3 Credits

This course is designed to examine the characteristics of individuals with Autism Spectrum Disorder (ASD) and strategies to support their academic, communication, and social/behavioral growth, including the use of assistive technology and positive behavioral supports. Methods and strategies for ASD and other low incidence disabilities will be explored. Through active participation in class and field sites, students will become aware of the various social issues related to family, education, transition, community resources and work experiences of individuals with these disabilities. Students will be required to complete a minimum of 30 weekday field hours in addition to regularly scheduled class hours.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 210 Global Encounters 3 Credits

This course is an international learning experience focused on exploring educational opportunities in the United States and abroad. Students will study the history, policy and practice of special education in the United States and compare it with another country and culture first hand, through lectures, school visits and reflection. Current strategies and challenges of educators and families supporting individuals with disabilities will be examined. Through this cross-cultural experience, students will broaden perspectives and develop cultural awareness, knowledge, and understanding of diversity. This course is open to all students and disciplines. There are no prerequisites.

SPE 300 Inclusive Practices for General Education Teachers 3 Credits

This online course is designed to introduce preservice general education teachers students to special education and the inclusive classroom. Students will explore current issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed. A cumulative gpa of 2.75 is required. **Prerequisite(s):** EDU 106 and EDU 206.

SPE 303 Assessment and Instruction for Students with Disabilities 3 Credits

This course will emphasize the relationship between assessment and instructional design and implementation. Coursework includes the evaluation, selection, development, and adaptation of standardized, normreferenced, and functional assessments, such as a Functional Behavioral Assessment (FBA) and Ecological Assessment. Strategies to support literacy instruction for students with disabilities will be examined. Transition planning, program development, and agencies available to support students with disabilities and their families will be explored. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 304 Assessment and Instruction in the Inclusive Classroom 3 Credits

This course will emphasize assessment, planning, and instructional design to maximize the learning of all students, including those with exceptional learning needs, in the inclusive classroom. Students will have the opportunity to explore a variety of instructional strategies to meet the needs of diverse learners. Organization of learning environments and the collaborative process, including co-teaching models, will be utilized to design a long-term unit plan. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 305 Assessment and Instruction for Students with Autism Spectrum Disorders 3 Credits

Through this course, teacher candidates will learn both theories related to teaching students with Autism Spectrum Disorder (ASD) as well as best practices in the classroom related to academic instruction, as well as emotional, behavioral, and communicative interventions. This course also includes a field component, in which teacher candidates are expected to complete 10 hours of observation in a classroom with students with ASD. The course begins by examining the characteristics of the disability, causes, early warning signs, diagnostic procedures, and early intervention practices. Specific practices related to instruction and intervention as well as how to best structure a classroom for students will be examined. Teacher candidates will receive instruction in a variety of strategies and practices, even those that do not yet qualify as EBPs, as well as their theoretical underpinnings. Strategies for communicating effectively and efficiently with parents, as well as the most current and/or special issues in the field will also be discussed. Issues related to post-secondary transition will also be examined. A cumulative GPA of 2.75 is required.

Secondary Education

Program Overview

Since 1913, Rider University's College of Education and Human Services has made a difference in the lives of future teachers with its commitment to excellence. The College of Education and Human Services keeps its programs relevant to the changing needs of students, the professional communities it serves, and society.

The College of Education and Human Services is preparing students to be effective educators. Rider was the first private New Jersey institution to hold the highest accreditation possible in teaching from the National Council for the Accreditation of Teacher Education (<http://www.ncate.org>) (NCATE/CAEP) and we offer graduates added value and recognition nationwide when seeking employment or admission to graduate study.

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

Curriculum Overview

Areas of study for secondary education at Rider are English education, foreign language education (French or Spanish), history education, mathematics education, and science education (biochemistry, biology, chemistry, environmental sciences, geosciences, marine sciences).

In addition, secondary education majors can elect to pursue the following minors, certifications and endorsements: English as a second language; bilingual education; or interdisciplinary minor in special education.

Degree Offered

- B.A. in Secondary Education

Contact

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Program Website: Secondary Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Associated Department: Teacher Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education>)

Accreditation: National Council for the Accreditation of Teacher Education (<http://www.ncate.org>) (NCATE/CAEP) (<http://www.ncate.org>)

Related Programs

- Elementary Education (p. 209)
- Business Education (p. 204)/Marketing Education (p. 204)

Secondary Education Major Requirements

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

Second major selections include:

- English Education
- Foreign Language Education (French or Spanish)
- History Education
- Mathematics Education
- Science Education (Biochemistry, Biology, Chemistry, Environmental Sciences, Geosciences, or Marine Sciences)

English Education Major Requirements

General Studies and Academic Major
(99 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
MTH 150	Mathematics for Education Majors I ¹	3
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Science elective		3
Theatre elective		3
Philosophy elective		3
Journalism or Media elective		3
History elective		3
Social Science elective		3
Technology elective(s)		3
Fine Arts elective		3
Foundations of Language Elective		3
World Literature elective		3
Foreign Language elective ¹		3
General Studies electives		6

NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		60

English Major Requirements (39 credits)

See the requirements for the English major listed in the College of Liberal Arts and Sciences (p. 357) section.

Professional Education Courses (27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences ²		
SED 370	Teaching in the High School	3
ELD 395	Literacy Learning in the Middle School	3
SED 400	Teaching English Language Arts in the Secondary School	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Foreign Language Education (French) Major Requirements

General Studies and Academic Major
(96-99 credits) ¹

Code	Title	Credits
CMP 120	Expository Writing ²	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
MTH 150	Mathematics for Education Majors I ²	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
History elective		3
Anthropology elective		3
History elective (Related to Major)		3

English elective	3
Fine Arts elective	3
Philosophy elective	3
Technology elective	3
Science elective	3
General Studies electives	0-15
Basic Foreign Language courses ³	0-12
NCT 010 Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits	45-72

French Major Requirements

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

See the requirements for the French major listed in the College of Liberal Arts and Sciences section (p. 405).

Professional Education Courses

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ⁴		
EDU 320	Introduction to Linguistics and Psycholinguistics	3
SED 370	Teaching in the High School	3
EDU 420	Teaching a Second Language	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ⁵	12
Total Credits		27

¹ Study Abroad may substitute for some of these courses.

² For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

³ Students with advanced standing in French take liberal arts electives.

⁴ ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

⁵ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Foreign Language Education (Spanish) Major Requirements

General Studies and Academic Major

(96-99 credits minimum)¹

Code	Title	Credits
CMP 120	Expository Writing ²	3
or BHP 100	Honors Seminar: Great Ideas I	

CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
MTH 150	Mathematics for Education Majors I ²	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Anthropology elective		
Fine Arts elective		
History elective		
Philosophy elective		
Technology elective		
Science elective		
General Studies electives		
Basic Foreign Language courses ³		
NCT 010 Freshman Seminar (1 Supplemental Education Unit)		
Total Credits		39-63

Spanish Major Requirements

(30 semester hours beyond the Spanish 200 level courses and 12 semester hours in collateral liberal arts courses.) See the requirements for the Spanish major listed in the College of Liberal Arts and Sciences section. (p. 552)

Professional Education Courses

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ⁴		
EDU 320	Introduction to Linguistics and Psycholinguistics	3
SED 370	Teaching in the High School	3
EDU 420	Teaching a Second Language	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ⁵	12
Total Credits		27

¹ Study Abroad may substitute for some of these courses.

² For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

³ Students with advanced standing in Spanish take liberal arts electives.

⁴ ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

⁵ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

History Education Major Requirements

General Studies and Academic Major

(60-63 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I ¹	3
POL 100	Intro to American Politics	3
PSY 100	Intro To Psychology	3
SOC 101	Sociological Imagination	3
ECO 200	Principles of Macroeconomics	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Anthropology elective		3
Geology elective		3
World History		6
Philosophy elective		3
Technology elective		3
Fine Arts elective		3
Foreign Language elective ¹		3
General Studies electives		3
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		57

History Major Requirements

(36-39 credits)

See the requirements for the History major listed in the College of Liberal Arts and Sciences section (p. 443).

Professional Education Requirements

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 390	Teaching Social Studies in the Middle School	3
SED 370	Teaching in the High School	3
SED 405	Teaching Social Studies in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Mathematics Education Requirements

General Studies and Academic Major

(96-99 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
History elective		3
Fine Arts elective		3
Literature elective		3
Philosophy elective		3
Technology elective		3
Foreign Language elective ¹		3
General Studies electives		10
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		49

Mathematics Major Requirements

(50 credits)

See the requirements for the Mathematics major listed in the College of Liberal Arts and Sciences section (p. 484).

Professional Education Requirements

(27 credits)

Code	Title	Credits
Methodology, curriculum, and instruction courses with associated field experiences: ²		
ELD 380	Methods of Teaching Mathematics in the Middle School	3
SED 370	Teaching in the High School	3
SED 415	Teaching Mathematics in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.
- ³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments Test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Science Education Biochemistry Major Requirements

General Studies and Academic Major

(113 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
Fine Arts elective		3
Foreign language elective ¹		3
History elective		3
Literature elective		3
Philosophy elective		3
Technology elective		3
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		39

Biochemistry Major Requirements

(71 credits minimum)

See the requirements for the Biochemistry major listed in the College of Liberal Arts and Sciences section (p. 312).

Professional Education

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 385	Teaching Science in the Middle School	3
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		

EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

- ¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.
- ³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Science Education (Biology) Major Requirements

General Studies and Academic Major

(104 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
Fine Arts elective		3
Foreign Language elective ¹		3
History elective		3
Literature elective		3
Philosophy elective		3
Technology elective		3
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		39

Biology Major Requirements

(62-63 credits)

See the requirements for the Biology major listed in the College of Liberal Arts and Sciences section (p. 315).

Professional Education

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 385	Teaching Science in the Middle School	3
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
SED 431	Content Area Reading and Writing	3

SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Science Education (Chemistry) Major Requirements

General Studies and Academic Major

(102 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
Fine Arts elective		3
Foreign Language elective ¹		3
History elective		3
Literature elective		3
Philosophy elective		3
Technology elective		3
General Studies electives		8
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		47

Chemistry Major Requirements

(52 credits)

See the requirements for the Chemistry (B.A.) major listed in College of Liberal Arts and Sciences section (p. 322).

Professional Education

(27 credits)

Code	Title	Credits
Methodology curriculum and instruction courses with associated field experiences: ²		
ELD 385	Teaching Science in the Middle School	3

SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Science Education (Environmental Sciences) Major Requirements

General Studies and Academic Major

(110 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
MTH 105	Algebra and Trigonometry	4
or MTH 210	Calculus I	
Fine Arts elective		3
Foreign Language elective ¹		3
History elective		3
Literature elective		3
Philosophy elective		3
Technology elective		3
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		43

Environmental Sciences Major Requirements

(64-65 credits)

See the requirements for the Environmental Sciences major listed in the College of Liberal Arts and Sciences section (p. 372).

Professional Education

(27credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 385	Teaching Science in the Middle School	3
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

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

(110 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
MTH 105	Algebra and Trigonometry	4
or MTH 210	Calculus I	
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
Fine Arts elective		3
Foreign Language elective ¹		3
History elective		3
Literature elective		3
Philosophy elective		3
Technology elective		3
NCT 010	Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits		43

Geosciences Major Requirements

(64 credits)

Credits See the requirements for the Geosciences major listed in the College of Liberal Arts and Sciences section (p. 412).

Professional Education

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 385	Teaching Science in the Middle School	3
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Science Education (Marine Sciences) Major Requirements**General Studies and Academic Major**

(111 credits)

Code	Title	Credits
CMP 120	Expository Writing ¹	3
or BHP 100	Honors Seminar: Great Ideas I	
CMP 125	Research Writing	3
or BHP 150	Honors Seminar: Great Ideas II	
PSY 100	Intro To Psychology	3
COM 104	Speech Communication	3
MTH 105	Algebra and Trigonometry	4
or MTH 210	Calculus I	
EDU 106	Contexts Of Schooling	3
EDU 206	Developmental Education Psychology	3
Social Science elective		3
Fine Arts elective		3
Foreign Language elective ¹		3
History elective		3
Literature elective		3

Philosophy elective	3
Technology elective	3
NCT 010 Freshman Seminar (1 Supplemental Education Unit)	0
Total Credits	43

Marine Science Major Requirements

(65-66 credits)

See the requirements for the Marine Sciences major listed in the College of Liberal Arts and Sciences section (p. 477). (p. 477)

Professional Education

(27 credits)

Code	Title	Credits
Methodology, curriculum and instruction courses with associated field experiences: ²		
ELD 385	Teaching Science in the Middle School	3
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
SED 431	Content Area Reading and Writing	3
SPE 300	Inclusive Practices for General Education Teachers	3
Capstone professional semester of full-time student teaching:		
EDU 465	Student Teaching and Seminar ³	12
Total Credits		27

¹ For proper course placement please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² ALL students must show evidence of having taken and passed all sections of the Core Academic Skills For Educators Test prior to being able to register for ALL education methods courses.

³ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Secondary Education Minor Requirements

Undergraduate secondary education majors can elect to pursue the following minors, certifications and endorsements:

- Bilingual Education (p. 279)
- English as a Second Language (ESL) (p. 279)
- Secondary Education and Interdisciplinary Minor in Special Education (p. 279)

Bilingual Education

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

Code	Title	Credits
Multicultural Studies elective		3
EDU 320	Introduction to Linguistics and Psycholinguistics	3
EDU 358	Literacy and the Bilingual/Bicultural Child	3
EDU 420	Teaching a Second Language	3
EDU 460	Educating and Evaluating the Bilingual Child	3
Bilingual field experiences are required.		
Language proficiency evaluations are required.		

For information regarding this program please contact:

Maria Villalobos-Buehner, Ph.D.

Associate Professor

Fine Arts 354

609-895-5596

mvillalobos@rider.edu

English as a Second Language

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

Code	Title	Credits
Multicultural Studies elective		3
EDU 320	Introduction to Linguistics and Psycholinguistics	3
EDU 358	Literacy and the Bilingual/Bicultural Child	3
EDU 420	Teaching a Second Language	3
EDU 460	Educating and Evaluating the Bilingual Child	3
English as a Second Language field experiences are required.		
English proficiency evaluations are required.		

For information regarding this program please contact:

Maria Villalobos-Buehner, Ph.D.

Associate Professor

Fine Arts 354

609-895-5596

mvillalobos@rider.edu

Secondary Education and Interdisciplinary Minor in Special Education

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

Code	Title	Credits
SPE 201	Foundations in Special Education and Inclusive Practice	3
SPE 202	Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities	3
SPE 303	Assessment and Instruction for Students with Disabilities	3

SPE 304	Assessment and Instruction in the Inclusive Classroom	3
PSY 212	Introduction to Applied Behavior Analysis	3
PSY 237	Cognitive Disabilities	3
TEC 404	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3

For information regarding this program please contact:

Diane Casale-Giannola, Ed.D.
Professor
Memorial Hall 102E
609-896-5078
dgiannola@rider.edu

Secondary Education Academic Plans of Study

- Secondary Education / Biochemistry
- Secondary Education / Biology
- Secondary Education / Business Education and Marketing Education
- Secondary Education / Chemistry
- Secondary Education / English Literature
- Secondary Education / English Writing
- Secondary Education / Environmental Science
- Secondary Education / French
- Secondary Education / Geosciences
- **Secondary Education / History**
- Secondary Education / Marine Science
- Secondary Education / Mathematics
- Secondary Education / Spanish

Academic Plan for Secondary Education / Biochemistry

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CMP 120	Expository Writing ¹	3
MTH 210	Calculus I ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1

CMP 125	Research Writing	3
MTH 211	Calculus II	4
Technology Elective		2
Semester Credit Hours		17

Year 2

Fall Semester

BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO 260L	Principle of Biology: Cells Lab	0
CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
COM 104	Speech Communication	3
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
Semester Credit Hours		17

Spring Semester

BIO 265	Genetics	4
BIO 265L	Genetics Lab	0
CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Technology Elective		1
History Elective		3
Semester Credit Hours		18

Year 3

Fall Semester

BCH 325	Biochemistry I	3
BCH 326	Biochem and Enzymology I Lab	1
CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 250L	Quantitative Analysis and Statistical Methods Lab	0
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
SPE 300	Inclusive Practices for General Education Teachers ³	3
Social Science Elective		3
Semester Credit Hours		18

Spring Semester

BCH 330	Biochemistry II	3
BCH 331	Biochemistry II Lab	1
ELD 385	Teaching Science in the Middle School ⁴	3
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
SED 431	Content Area Reading and Writing	3
Literature Elective		3
Semester Credit Hours		17

Year 4

Fall Semester

BCH 490	Independent Study: Research and Creative Expression	1-4
CHE 305	Physical Chemistry I	3
SED 370	Teaching in the High School	3

SED 410	Teaching Science in Secondary Schools ⁵	3
Advanced Elective Course ⁶		1-4
Advanced Elective Course ⁶		1-4
Fine Arts Elective		3
Philosophy Course		3
Semester Credit Hours		18-27

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12

Total Credit Hours for Graduation 132-141

¹ For proper course placement please visit (<http://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>)<http://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>.

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Special Education minors should replace this course with a General Studies Elective.

⁴ ELD 385 is offered in spring semester only.

⁵ SED 410 is offered in fall semester only.

⁶ Five or more credits of upper level courses required. At least two of the five credits must be connected to laboratory courses.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring)

Academic Plan for Secondary Education / Biology

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 105	Algebra and Trigonometry ¹	4
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
NCT 010	Freshman Seminar	0
Technology Elective		1
Semester Credit Hours		16
Spring Semester		
BIO 116	Principles of Biology II	4

BIO 116L	Principles of Biology II Lab	0
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CMP 125	Research Writing	3
MTH 210	Calculus I	4
	or BNS 250 or Biostatistics	

Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO 260L	Principle of Biology: Cells Lab	0
CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
PSY 100	Introduction to Psychology	3
Foreign Language Elective ¹		3
Philosophy Elective		3
Semester Credit Hours		17

Spring Semester

BIO 265	Genetics	4
BIO 265L	Genetics Lab	0
CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
COM 104	Speech Communication	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
Technology Elective		1
Semester Credit Hours		18

Year 3**Fall Semester**

BIO Elective with Lab ³		4
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
Literature Elective		3
History Elective		3
SPE 300	Inclusive Practices for General Education Teachers ⁴	3
Semester Credit Hours		17

Spring Semester

BIO Elective with Lab ³		4
PHY 101	Principles of Physics II	3
PHY 101L	Principles of Physics II Lab	1
ELD 385	Teaching Science in the Middle School ⁵	3
SED 431	Content Area Reading and Writing	3
Social Science Elective		3
Semester Credit Hours		17

Year 4**Fall Semester**

BIO Elective with Lab ³		4
BIO 400	Seminar in Cellular and Molecular Biology	3
Fine Arts Elective		3

SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools ⁶	3
Semester Credit Hours		16
Spring Semester		
EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		129

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>.

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ BIO 265 or higher BIO/BNS course and lab.

⁴ Special Education minors should replace this course with a General Studies Elective.

⁵ ELD 385 is offered in spring semester only.

⁶ SED 410 is offered in fall semester only.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Business Education and Marketing Education

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
Fine Arts Elective		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
MKT 200	Marketing Principles	3
Foreign Language Elective ¹		3
Science Elective (BIO / PHY)		3
Semester Credit Hours		15

Year 2

Fall Semester

ACC 210	Introduction to Accounting	3
MGT 201	Fund Management & Org Behavior	3
TEC 307	Concepts Instruct Media & Tech	3
Literature Elective		3
Philosophy Elective		3
Semester Credit Hours		15

Spring Semester

ACC 220	Managerial Uses of Accounting	3
BUS 210	Intro to Law: Contracts	3
ECO 200	Principles of Macroeconomics	3
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
General Studies Elective ³		3
Semester Credit Hours		18

Summer Semester

BED 445	Work Exper Cooperative Program	3
Semester Credit Hours		3

Year 3

Fall Semester

ACC 302	Cost Management	3
BED 415	Teaching Business Subjects	3
ENT 348	Small Business Management	3
SED 370	Teaching in the High School	3
SPE 300	Inclusive Practices for General Education Teachers ⁴	3
TEC 308	Directed Study in Instruct	3
Semester Credit Hours		18

Spring Semester

BED 410	Prin/Strat Voc & Coop Ed	3
ACC 320	Accounting Info Systems	3
ECO 201	Principles of Microeconomics	3
MKT 320	Consumer Behavior	3
or	or Personal Selling	
MKT 340		
SED 431	Content Area Reading and Writing	3
Workplace Writing Elective ⁵		3
Semester Credit Hours		18

Year 4

Fall Semester

TEC 309	Instruct Media/Technology Management	3
General Studies Elective ³		3
Marketing Elective		3
Select one of the following:		3
MGT 336	Career Management	
MGT 355	Team Management	
MGT 363	Management Skills	
Semester Credit Hours		12

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>.
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁴ Special Education minors should replace this course with a General Studies Elective.
- ⁵ Workplace Writing Elective: ENG 321, ENG 322 or ENG 323.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Chemistry

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CMP 120	Expository Writing ¹	3
MTH 210	Calculus I ¹	4
Foreign Language Elective ¹		3
Technology Elective		1
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CMP 125	Research Writing	3
MTH 211	Calculus II	4
PSY 100	Introduction to Psychology	3

Technology Elective	1
Semester Credit Hours	15

Year 2**Fall Semester**

CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
COM 104	Speech Communication	3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
History Elective		3
Technology Elective		1
Semester Credit Hours		15

Spring Semester

CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
Fine Arts Elective		3
Semester Credit Hours		17

Year 3**Fall Semester**

CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 250L	Quantitative Analysis and Statistical Methods Lab	0
CHE 305	Physical Chemistry I	3
Literature Elective		3
SPE 300	Inclusive Practices for General Education Teachers ³	3
General Studies Elective ⁴		2
Social Science Elective		3
Semester Credit Hours		18

Spring Semester

CHE 325	Physical Chemistry Laboratory	1
CHE 330	Instrumental Analysis Laboratory	2
ELD 385	Teaching Science in the Middle School ⁵	3
SED 431	Content Area Reading and Writing	3
General Studies Elective ⁴		3
General Studies Elective ⁴		3
Philosophy Elective		3
Semester Credit Hours		18

Year 4**Fall Semester**

BCH 325	Biochemistry I	3
CHE 315	Inorganic Chemistry	3
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools ⁶	3
Advanced Elective Course		3
Advanced Lab Course ⁷		1-2
Advanced Lab Course ⁷		1-2
Semester Credit Hours		17-19

Spring Semester

EDU 465	Student Teaching and Seminar ⁸	12
Semester Credit Hours		12
Total Credit Hours for Graduation		127-129

- ¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>.
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ Special Education minors should replace this course with a General Studies Elective.
- ⁴ Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ ELD 385 is offered in spring semester only.
- ⁶ SED 410 is offered in fall semester only.
- ⁷ Advanced Laboratory course: a total of four lab credits required.
- ⁸ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / English Literature

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
Foreign Language Elective ¹		3
Journalism/Media Elective		3
Science Elective		3
Social Science Elective		3

Technology Elective	1
Semester Credit Hours	16

Year 2**Fall Semester**

EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
ENG 240	Methods of Literary Analysis	3
ENG 250	Literary History I	3
General Studies Elective ³		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

ENG 251	Literary History II	3
SPE 300	Inclusive Practices for General Education Teachers	3
Fine Arts Elective		3
Philosophy Elective		3
Technology Elective		1
World Literature Elective		3
Semester Credit Hours		16

Year 3**Fall Semester**

ENG 300 Level Course (Lang & Ling/Historical Survey Category)	3
ENG 300 Level Course (Lang & Ling/Historical Survey Category)	3
ENG 300 Level (Genre/Theoretical/Sub-Genre Category)	3
Foundations of Language Elective	3
Theater Elective	3
Semester Credit Hours	15

Spring Semester

SED 370	Teaching in the High School	3
SED 400	Teaching English Language Arts in the Secondary School	3
ENG 300 Level (Genre/Theoretical/Sub-Genre Category)		3
ENG 300 Level Course (Lang & Ling/Historical Survey Category)		3
ENG 300 Level Course (Lang & Ling/Historical Survey Category)		3
General Studies Elective ³		3
Semester Credit Hours		18

Year 4**Fall Semester**

ELD 395	Literacy Learning in the Middle School	3
SED 431	Content Area Reading and Writing	3
ENG 300 or 400 Level Course (Any Category)		3
ENG 300 or 400 Level Course (Any Category)		3
ENG 400 Level Course Course (Any Category)		3
ENG 400 Level (Seminar II Category)		3
Semester Credit Hours		18

Spring Semester

EDU 465	Student Teaching and Seminar ⁴	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information> .

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Any course in the School of Liberal Arts and Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business Administration or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁴ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / English Writing

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
ENG 206	Introduction to Creative Writing	3
Foreign Language Elective ¹		3
General Studies Elective ²		3
Science Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
ENG 240	Methods of Literary Analysis	3
ENG 250	Literary History I	3
Journalism/Media Elective		3
Philosophy Elective		3
Semester Credit Hours		18

Spring Semester

ENG 251	Literary History II	3
SPE 300	Inclusive Practices for General Education Teachers	3
ENG 300 Level Writing/Genre Course		3
Fine Arts Elective		3
World Literature Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 3**Fall Semester**

ENG 300 Level Literature Course	3
ENG 300 Level Writing/Genre Course	3
ENG 300 Level Writing/Genre Course	3
Foundations of Language Elective	3
Social Science Elective	3
Theatre Elective	3
Semester Credit Hours	18

Spring Semester

SED 370	Teaching in the High School	3
SED 400	Teaching English Language Arts in the Secondary School	3
ENG 300 Literature Course		3
ENG 300 Level Writing/Genre Course		3
ENG 300 Level Writing Course		3
Technology Elective		1
Semester Credit Hours		16

Year 4**Fall Semester**

ELD 395	Literacy Learning in the Middle School	3
SED 431	Content Area Reading and Writing	3
ENG 300 Level Writing Course		3
ENG 400 Level Writing Course		3
General Studies Elective ²		3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁴	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information> .

- ² Any course in the School of Liberal Arts and Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business Administration or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ⁴ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Environmental Science

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Technology Elective		2
Semester Credit Hours		17
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
ENV 100	Introduction to Environmental Sciences	4
ENV 100L	Introduction to Environmental Sciences Lab	0
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
PSY 100	Introduction to Psychology	3
Technology Elective		1
Semester Credit Hours		18
Year 2		
Fall Semester		
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1

ENV 200	Statistical and Computer Applications in the Natural Sciences	4
Foreign Language ¹		3
History Elective		3
Semester Credit Hours		18
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
GEO 350	Soil and Surficial Processes	4
or GEO 407	or Hydrology and Water Resources	
Group A, B, or C Environmental Science Elective ³		3-4
Semester Credit Hours		17-18

Year 3

Fall Semester

BIO 350	General Ecology	4
ENV 205	Introduction to Geographic Information Systems	3
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
SPE 300	Inclusive Practices for General Education Teachers ⁴	3
Philosophy Elective		3
Semester Credit Hours		17

Spring Semester

BCH 225	Introduction to Organic and Biochemistry	4
GEO 350	Soil and Surficial Processes	4
or GEO 407	or Hydrology and Water Resources	
Group A, B, or C Environmental Science Elective ³		3-4
ELD 385	Teaching Science in the Middle School	3
SED 431	Content Area Reading and Writing	3
Semester Credit Hours		17-18

Year 4

Fall Semester

SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools	3
Group A, B, or C Environmental Science Elective ³		3-4
Fine Arts Elective		3
Literature Elective		3
Social Science Elective		3
Semester Credit Hours		18-19

Spring Semester

EDU 465	Student Teaching and Seminar ⁵	12
Semester Credit Hours		12
Total Credit Hours for Graduation		134-137

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

- ³ Must take three courses; one from Group A: Biotic Processes, one from Group B: Abiotic Processes and one from Group C: Social Processes.
- ⁴ Special Education minors should replace this course with a General Studies Elective.
- ⁵ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / French

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
Foreign Language ¹		3
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
SOC 110	Cultural Anthropology	3
Foreign Language		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
LIT 250	Masterworks of Western Literature I	3
Beginning Language Level I		3
CHI 100	Chinese I	
GER 100	German I	
SPA 100	Spanish I	
Fine Arts Elective		3
Social Science Elective		3
300 or 400 Level French Elective ²		3
Technology Elective		2
Semester Credit Hours		17
Spring Semester		
EDU 106	Contexts Of Schooling ³	3

EDU 206	Developmental Education Psychology ³	3
Beginning Language Level II		3
CHI 101	Chinese II	
GER 101	German II	
SPA 101	Spanish II	
LIT 251	Masterworks of Western Literature II	3
Philosophy Elective		3
300 or 400 Level French Elective ²		3
Semester Credit Hours		18
Year 3		
Fall Semester		
FRE 305	An Introduction to French Literature	3
Intermediate Language Level I or General Studies Elective ⁴		3
CHI 200	Chinese III	
GER 200	German III	
SPA 200	Spanish III	
SPE 300	Inclusive Practices for General Education Teachers ⁵	3
History Elective (related to major)		3
300 or 400 Level French Elective ²		3
general studies elective		3
Semester Credit Hours		18
Spring Semester		
SED 431	Content Area Reading and Writing	3
EDU 320	Introduction to Linguistics and Psycholinguistics ⁶	3
Intermediate Language Level II or General Studies Elective ⁴		3
CHI 201	Chinese IV	
GER 201	German IV	
SPA 201	Spanish IV	
English Elective		3
300 or 400 Level French Elective ²		3
Semester Credit Hours		15
Year 4		
Fall Semester		
EDU 420	Teaching a Second Language ⁷	3
SED 370	Teaching in the High School	3
FRE 490	Independent Study: Research and Creative Expression (or Senior Thesis)	3
300 or 400 Level French Elective ²		3
300 or 400 Level French Elective ²		3
Semester Credit Hours		15
Spring Semester		
EDU 465	Student Teaching and Seminar ⁸	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Choose from the following: FRE 300, FRE 301, FRE 311, FRE 320, FRE 422, FRE 425, FRE 430, FRE 435, FRE 440, FRE 490, and FRE 496.

³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

⁴ Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.

⁵ Special Education minors should replace this course with a General Studies Elective.

⁶ EDU 320 taught in the spring semester only.

⁷ EDU 420 taught in the fall semester only.

⁸ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Geosciences

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MTH 105	Algebra and Trigonometry ¹	4
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		17
Spring Semester		
CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
History Elective		3
Philosophy Elective		3
PSY 100	Introduction to Psychology	3
Semester Credit Hours		16
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4

ENV 200L	Statistical and Computer Applications in the Natural Sciences Lab	0
MAR 210	Marine Life through Time	4
MAR 210L	Marine Life through Time Lab	0
Technology Elective		1
Fine Arts Elective		3
Semester Credit Hours		16
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
GEO 310	Structural Geology	4
GEO 310L	Structural Geology Lab	0
GEO 350	Soil and Surficial Processes	4
or GEO 407	or Hydrology and Water Resources	
Semester Credit Hours		18

Year 3

Fall Semester

ENV 205	Introduction to Geographic Information Systems	3
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
SPE 300	Inclusive Practices for General Education Teachers ³	3
Major Elective ⁴		3
Social Science Elective		3
Technology Elective		2
Semester Credit Hours		18

Spring Semester

ELD 385	Teaching Science in the Middle School ⁵	3
GEO 305	Petrology and Petrography	4
GEO 305L	Petrology and Petrography Lab	0
GEO 350	Soil and Surficial Processes	4
or GEO 407	or Hydrology and Water Resources	
SED 431	Content Area Reading and Writing	3
Major Elective ⁴		3
Semester Credit Hours		17

Summer Semester

Approved Geology Field Camp (not offered at Rider)		3
Semester Credit Hours		3

Year 4

Fall Semester

GEO 201	Elements of Mineralogy	4
GEO 201L	Elements of Mineralogy Lab	0
GEO 306	Sedimentology and Stratigraphy	4
GEO 306L	Sedimentology and Stratigraphy Lab	0
SED 370	Teaching in the High School ⁶	3
SED 410	Teaching Science in Secondary Schools ⁷	3
Literature Elective		3
Semester Credit Hours		17

Spring Semester

EDU 465	Student Teaching and Seminar ⁸	12
Semester Credit Hours		12
Total Credit Hours for Graduation		134

- ¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>
- ² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ³ Special Education minors should replace this course with a General Studies Elective.
- ⁴ Must take one major elective: ENV 220, ENV 375, GEO 168, MAR 340.
- ⁵ ELD 385 offered spring semester only.
- ⁶ SED 370 offered fall semester only.
- ⁷ SED 410 offered fall semester only.
- ⁸ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / History

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
HIS 150	World History to 1500	3
HIS 160	Seminar in History	3
Foreign Language Elective ¹		3
MTH 150	Mathematics for Education Majors I	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
HIS 151	World History Since 1500	3
HIS 180	U.S. History I	3
or HIS 181	or U.S. History II	
PSY 100	Introduction to Psychology	3
Technology Elective		1
Semester Credit Hours		16

Year 2**Fall Semester**

200 Level History Elective ²		3
HIS 190	Europe to 1715	3
or HIS 191	or Europe Since 1715	
GEO 100	Earth Systems Science	3
or GEO 113	or Environmental Geology	
SOC 101	Sociological Imagination	3
Fine Arts Elective		3
Technology Elective		1
Semester Credit Hours		16

Spring Semester

EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
POL 100	Introduction to American Politics	3
200 Level History Elective		3
200 Level History Elective		3
General Studies Elective ⁴		3
Semester Credit Hours		18

Year 3**Fall Semester**

ELD 390	Teaching Social Studies in the Middle School ⁵	3
HIS 260	Craft of History	3
ECO 200	Principles of Macroeconomics	3
SOC 110	Cultural Anthropology	3
or SOC 311	or Social and Cultural Change	
SPE 300	Inclusive Practices for General Education Teachers ⁶	3
200 Level History Elective		3
Semester Credit Hours		18

Spring Semester

SED 370	Teaching in the High School	3
SED 431	Content Area Reading and Writing	3
300 Level History Elective		3
300 Level History Elective or HIS 491		3
Philosophy Elective		3
Technology Elective		1
Semester Credit Hours		16

Year 4**Fall Semester**

SED 405	Teaching Social Studies in Secondary Schools	3
300 Level History Elective		3
300 Level History Elective or HIS 491		3
HIS 460	Research Seminar	3
or HIS 490	or Independent Study: Research and Creative Expression	
Literature Elective		3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>
- ² Program must include at least two Diversity electives.
- ³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ⁴ Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ ELD 390 and SED 405 only offered in the fall.
- ⁶ Special Education minors should replace this course with a General Studies Elective.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Marine Science

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MTH 105	Algebra and Trigonometry	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
COM 104	Speech Communication	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
Foreign Language Elective ¹		3
PSY 100	Introduction to Psychology	3
Semester Credit Hours		16
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3

CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Fine Arts Elective		3
Philosophy Elective		3
Semester Credit Hours		18

Spring Semester

CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
History Elective		3
Literature Elective		3
Technology Elective		1
Semester Credit Hours		17

Year 3

Fall Semester

PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
GEO 306	Sedimentology and Stratigraphy	4
SPE 300	Inclusive Practices for General Education Teachers ³	3
Major Elective ⁴		3-4
Social Science Elective		3
Semester Credit Hours		17-18

Spring Semester

ELD 385	Teaching Science in the Middle School ⁵	3
SED 431	Content Area Reading and Writing	3
MAR 330	Chemical Oceanography	4
MAR 330L	Chemical Oceanography Lab	0
MAR 410	Physical Oceanography	3
PHY 101	Principles of Physics II	3
PHY 101L	Principles of Physics II Lab	1
Semester Credit Hours		17

Summer Semester

Select one from the following:		4
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
Semester Credit Hours		4

Year 4

Fall Semester

MAR 340	Marine Processes and Environments: Seminar	3
MAR 401	Marine Ecology	4
MAR 401L	Marine Ecology Lab	0
SED 370	Teaching in the High School	3
SED 410	Teaching Science in Secondary Schools ⁶	3
Major Elective ⁴		4

Technology Elective	1
Semester Credit Hours	18
Spring Semester	
EDU 465 Student Teaching and Seminar ⁷	12
Semester Credit Hours	12
Total Credit Hours for Graduation	134-135

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Special Education minors should replace this course with a General Studies Elective.

⁴ Major Electives: BIO 372, ENV 205, MAR 210, MAR 325, MAR 360.

⁵ ELD 385 offered spring semester only.

⁶ SED 410 offered fall semester only.

⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Mathematics

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
Foreign Language Elective ¹		3
MTH 210	Calculus I ¹	4
History Elective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
CMP 125	Research Writing	3
MTH 211	Calculus II	4
PSY 100	Introduction to Psychology	3
Social Science Elective		3
Fine Arts Elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
MTH 212	Calculus III	4

MTH 240	Linear Algebra	3
Literature Elective		3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
Technology Elective		3
Semester Credit Hours		17

Spring Semester

EDU 106	Contexts Of Schooling ²	3
EDU 206	Developmental Education Psychology ²	3
MTH 250	Differential Equations	3
MTH 315	Modern Geometry	3
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
Semester Credit Hours		16

Year 3

Fall Semester

MTH 308	Advanced Calculus	3
MTH 340	Probability & Statistical Analysis I	3
SPE 300	Inclusive Practices for General Education Teachers ³	3
General Studies Elective ⁴		3
General Studies Elective ⁴		3
Philosophy Elective		3
Semester Credit Hours		18

Spring Semester

ELD 380	Methods of Teaching Mathematics in the Middle School	3
MTH 410	Complex Analysis	3
SED 431	Content Area Reading and Writing	3
Upper Level Math Elective ⁵		3
General Studies Elective ⁴		3
General Studies Elective ⁴		1
Semester Credit Hours		16

Year 4

Fall Semester

MTH 401	Modern Algebra	3
Upper Level Math Elective ⁵		3
Upper Level Math Elective ⁵		3
SED 370	Teaching in the High School	3
SED 415	Teaching Mathematics in Secondary Schools	3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁶	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.

³ Special Education minors should replace this course with a General Studies Elective.

- ⁴ Any course in the School of Liberal Arts and Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ⁵ Upper level math electives include: MTH 402, MTH 420, MTH 430 and MTH 440. MTH 402 may, with the permission of the department, be taken more than once for credit. MTH 490, Independent Study and Research, may also be used to satisfy this requirement.
- ⁶ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Academic Plan for Secondary Education / Spanish

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
COM 104	Speech Communication	3
MTH 150	Mathematics for Education Majors I	3
PSY 100	Introduction to Psychology	3
General Studies Elective ²		3
NCT 010	Freshman Seminar	0
technology elective		1
Semester Credit Hours		16
Spring Semester		
CMP 125	Research Writing	3
SPA 310	Spanish Culture & Civilization	3
or SPA 311	or Latin American Latino Culture	
General Studies Elective ²		3
History Elective		3
Science Elective (bio/phy)		3
Technology Elective		1
Semester Credit Hours		16
Year 2		
Fall Semester		
SOC 110	Cultural Anthropology	3
SPA 300	Advanced Grammar & Composition	3
or SPA 302	or Writing and Translating	
SPA 320	Introduction to Spanish Literature	3
Fine Arts Elective		3

General Studies Elective ²		3
Technology Elective		1
Semester Credit Hours		16
Spring Semester		
EDU 106	Contexts Of Schooling ³	3
EDU 206	Developmental Education Psychology ³	3
SPA 325	Introduction to Latin-American/Latino Literature	3
Choose one from the following:		3
SPA 301	Spanish for Business	
SPA 303	Advanced Communication in Spanish	
SPA 395	Phonetics for Communication	
Beginning Language Level II		3
General studies elective		3
Semester Credit Hours		18
Year 3		
Fall Semester		
Intermediate Language I		3
LIT 250	Masterworks of Western Literature I	3
SPA 420	From Colonies to Nations	3
General Studies Elective ²		3
general studies elective		3
SPE 300	Inclusive Practices for General Education Teachers	3
Semester Credit Hours		18
Spring Semester		
EDU 320	Introduction to Linguistics and Psycholinguistics ⁴	3
SED 431	Content Area Reading and Writing	3
SPA 426	Latin American/Latino Film and Fiction	3
Choose one from the following:		3
SPA 305	Cervantes	
SPA 403	Medieval Literature	
SPA 415	Spanish Renaissance	
SPA 416	The Spanish Golden Age	
LIT 251	Masterworks of Western Literature II	3
Semester Credit Hours		15
Year 4		
Fall Semester		
SED 370	Teaching in the High School	3
EDU 420	Teaching a Second Language ⁵	3
Choose one from the following:		3
SPA 410	Modern Hispanic Poetry	
SPA 411	Modern Spanish Novel	
SPA 412	Hispanic Theater and Film	
SPA 413	The Hispanic Short Story: Transatlantic Connections	
General Studies Elective ²		3
Philosophy Elective		3
Semester Credit Hours		15

Spring Semester

EDU 465	Student Teaching and Seminar ⁷	12
Semester Credit Hours		12
Total Credit Hours for Graduation		126

- ¹ For proper course placement please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>
- ² Any course in the School of Liberal Arts & Sciences may be used as a General Studies Elective (GSE) provided the prerequisites have been met. A maximum of two Education courses (six credits) may be used. Courses required to fulfill a minor may be used as GSEs. Courses in the College of Business or the arts administration major/minor in the School of Fine and Performing Arts may not be used as GSEs.
- ³ EDU 106 and EDU 206 must be taken concurrently in either the fall or spring of the second year.
- ⁴ EDU 320 offered spring semester only.
- ⁵ EDU 420 offered fall semester only.
- ⁶ Special Education minors should replace this course with a General Studies Elective.
- ⁷ Students must have a "C+" or higher in all education courses and a minimum cumulative GPA of 3.0 before enrolling in EDU 465. In addition, students must present evidence of a passing score on the Praxis Content Knowledge for Teaching Assessments test for their specific subject area six months prior to student teaching (by March 1 for those students applying for student teaching in the fall semester and July 1 for those students applying for student teaching in the spring).

Courses and Descriptions**BED 410 Prin/Strat Voc & Coop Ed 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 studies along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees. Open to all students. A cumulative GPA of 2.75 is required.

BED 415 Teaching Business Subjects 3 Credits

Instructional strategies in the teaching of business and marketing subjects are analyzed and demonstrated. Students are required to prepare lesson plans, teach demonstration lessons, develop a unit plan, and compile a resource file of teaching materials. Videotaping of demonstration lessons is integrated with the course work to encourage developing teaching competency through a series of instructional modules appropriate to the student's certification interests. A cumulative GPA of 2.75 is required.

BED 445 Work Exper Cooperative Program 3-6 Credits

A minimum of 300 hours of a supervised occupational experience or a supervised internship program in an approved work station or institution. The experience is coordinated and supervised by a qualified coordinator of occupational education. A series of activities are designed to relate job and intern experiences to the student's future role as an employee or a professional teacher. The student will be evaluated by the supervising employer and the University supervisor.

BED 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

EDU 106 Contexts Of Schooling 3 Credits

Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies-- students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU 106 and EDU 206. There is no Praxis requirement for Secondary Education students registering for EDU 106 and EDU 206.

EDU 206 Developmental Education Psychology 3 Credits

This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children and adolescents; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with EDU 106: Contexts of Schooling. A cumulative GPA of 2.75 is required.

EDU 320 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE 320. Students cannot get credit for both FLE 320 and EDU 320.

EDU 358 Literacy and the Bilingual/Bicultural Child 3 Credits

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

EDU 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required.

*NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and EDU 420.

Prerequisite(s): EDU 106 and EDU 206.

EDU 451 Special Topics in Education 1-6 Credits

Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

EDU 460 Educating and Evaluating the Bilingual Child 3 Credits

An examination of the historical, legal, and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing, and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study. A cumulative GPA of 2.75 is required.

EDU 465 Student Teaching and Seminar 12 Credits

A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers.

Prerequisite(s): 1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of "C +" or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.

ELD 128 Developing Mathematical Ideas for Elementary School Teachers 1 Credits

Prospective teachers will examine the mathematics content and curriculum that is taught in grades K-6, focusing upon the multi-layered aspects of the topics that successful elementary teachers need to understand profoundly in order to provide appropriate instruction. There will be a series of topics selected from those that have historically been especially difficult for teachers to thoroughly understand at the depth needed to teach effectively. Some of the topics may vary each semester.

ELD 307 Emergent Literacy P-3 3 Credits

This course is needed to meet the requirements for the specialized endorsement in Early Childhood. The course establishes a solid foundation of knowledge about literacy in the early years and dispels myths regarding readiness to read and write. In addition, the course contains the foundational aspects of literacy, including the relationship between oral language and literacy, the linguistic foundation of literacy, and the social contexts of literacy learning. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 308 Fostering Language and Literacy Development 3 Credits

Explores current understanding of the fields of reading/language arts from the perspectives of theory and practice. Students write lesson plans, critique methods of instruction and assessment and develop a portfolio of an individual student from their field site. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206; ELD 307.

ELD 350 Early Adolescence 1 Credits

This course will focus on common dilemmas faced by young people as they move from childhood into adolescence. It will examine age-related differences between children and adolescents and consider ways to create stimulating environments that fit this developmental transition. Representations of adolescence in the media and in research will be compared, including common stereotypes. A cumulative GPA of 2.75 is required.

ELD 355 Teaching in the Inclusive Middle School Classroom 1 Credits

This course will highlight the legal and ethical responsibilities of general education teachers in the middle school classroom. The special education process will be discussed and methods to address special needs in the classroom will be shared. Strategies to differentiate instruction and work collaboratively with school community members will help pre-service teachers develop and implement effective instruction that meets diverse needs in the middle school inclusive classroom.

Prerequisite(s): EDU 106 and EDU 206 and a cumulative GPA of 2.75 is required.

ELD 360 Structure and Culture of Middle School Classroom 1 Credits

This course focuses on the teaching of those concepts critical to the understanding of the structure and culture of middle school education. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 375 Methods of Teaching Mathematics in Elementary Classrooms 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with ACET, NAEYC, and NCTM Standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experience, theme cycles, use of technology, and traditional and non-traditional assessment strategies. Field experiences will consist of classroom observations and teaching individuals and/or small groups of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206, MTH 102 or MTH 105 or MTH 210.

ELD 376 Teaching Science, Social Studies and the Arts N-6 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 six (based on NCSS, NSTA, and NAEA Standards). Emphasis is placed on an integrated approach to curriculum, with lesson and unit planning activities that incorporate hands-on-experiences, discovery learning and traditional and non-traditional assessment strategies. Field experience will consist of observation and analysis of classroom instruction and the teaching of lessons to individual and/or small groups of children. A cumulative GPA of 2.75 is required.

Prerequisite(s): ELD 307 and ELD 375.

ELD 380 Methods of Teaching Mathematics in the Middle School 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students in grades six through eight. In keeping with the National Council of Teachers of Mathematics (NCTM) Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experience, use of technology, and traditional and non-traditional assessment. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 385 Teaching Science in the Middle School 3 Credits

This course focuses on the teaching of sciences that is developmentally appropriate for students in grades six through eight. In keeping with the National Science Education Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experiences, use of technology and traditional and non-traditional assessment strategies. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 390 Teaching Social Studies in the Middle School 3 Credits

This course focuses on the teaching of social studies that is developmentally appropriate for students in grades six through eight. Its focus will explore understanding of United States history, geography and civics from the perspective of the middle school. The course emphasizes the ten themes of social studies as developed by the National Council for the Social Studies. In addition to the facts, concepts and generalizations encompassed by the ten themes, the course works with academic, social, thinking and citizenship skills. The required, intensive field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 395 Literacy Learning in the Middle School 3 Credits

This course focuses on the teaching of literacy that is developmentally appropriate for students in grades six through eight. It explores processes in reading, writing, speaking, listening and viewing, relationships among the language arts and other subject areas, and the development of critical literacy and cognitive strategies. The intense field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hour's credit to be assigned is determined by the department.

SED 370 Teaching in the High School 3 Credits

This field-based course focuses on general pedagogy in grades nine through 12. Emphasis will be on generic teaching approaches, planning lessons and developing units of study, learning styles, issues and techniques of evaluation, and multiculturalism. Working in local high schools, students continue observing and begin teaching lessons in their subject area specialization. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 400 Teaching English Language Arts in the Secondary School 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. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 405 Teaching Social Studies in Secondary Schools 3 Credits

The theoretical foundations of teaching social studies in junior and senior high schools. Basic goals and aims of social studies instruction are studied, and specific methodological techniques are described and practiced. Demonstration lessons are prepared and presented. Considers typical problems with which teachers are confronted. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 410 Teaching Science in Secondary Schools 3 Credits

Classroom interaction analysis systems are utilized in the study of the teaching-learning process. Students develop their own repertoire of teaching strategies. Emphasis on the investigation and interpretation of recent curriculum developments, and the use of the laboratory in science instruction. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 415 Teaching Mathematics in Secondary Schools 3 Credits

The critical analysis of the aims of teaching mathematics in the secondary school; review of recent research in the content and teaching of mathematics by individuals and groups; demonstration lessons (reflective teaching) to illustrate techniques of teaching; the planning of lessons; selection and organization of materials and subject matter; and evaluation of lesson presentation. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students keep a journal and develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required. *NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and SED 420.

Prerequisite(s): EDU 106 and EDU 206.

SED 431 Content Area Reading and Writing 3 Credits

Explores theoretical and methodological issues concerned with teaching reading and writing within content area classes. Students analyze junior high and high school textbooks and other reading materials, study methods of adjusting instruction to varying reading and writing needs of students, prepare directed reading activities in their specific content areas, and use informal diagnostic reading tools. Included is the preparation of content area writing assignments and the evaluation of student writing as well as the teaching of study skills? Emphasis throughout is on the integration of reading and writing into secondary school subject classes. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

SED 490 Independent Research and Study 1-6 Credits

The outline for study must be accepted by the professor and approved by the department. The semester hours credit to be assigned is determined by the department.

SPE 201 Foundations in Special Education and Inclusive Practice 3 Credits

This course emphasizes the foundations of special education and introduces students to inclusive practice. Philosophical, historical, and legal foundations of special education and characteristics of students with disabilities will be examined. Students will learn the components of an Individualized Education Program (IEP), how to adapt learning environments and curricular materials, as well as how to select and implement modifications for students with disabilities. Inclusive educational practices including communication, coteaching, and collaborative partnerships will be addressed through case studies and fieldwork.

Prerequisite(s): A cumulative GPA of 2.75 is required.

SPE 202 Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities 3 Credits

This course is designed to examine the characteristics of individuals with Autism Spectrum Disorder (ASD) and strategies to support their academic, communication, and social/behavioral growth, including the use of assistive technology and positive behavioral supports. Methods and strategies for ASD and other low incidence disabilities will be explored. Through active participation in class and field sites, students will become aware of the various social issues related to family, education, transition, community resources and work experiences of individuals with these disabilities. Students will be required to complete a minimum of 30 weekday field hours in addition to regularly scheduled class hours.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 210 Global Encounters 3 Credits

This course is an international learning experience focused on exploring educational opportunities in the United States and abroad. Students will study the history, policy and practice of special education in the United States and compare it with another country and culture first hand, through lectures, school visits and reflection. Current strategies and challenges of educators and families supporting individuals with disabilities will be examined. Through this cross-cultural experience, students will broaden perspectives and develop cultural awareness, knowledge, and understanding of diversity. This course is open to all students and disciplines. There are no prerequisites.

SPE 300 Inclusive Practices for General Education Teachers 3 Credits

This online course is designed to introduce preservice general education teachers students to special education and the inclusive classroom. Students will explore current issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed. A cumulative gpa of 2.75 is required. Prerequisite(s): EDU 106 and EDU 206.

SPE 303 Assessment and Instruction for Students with Disabilities 3 Credits

This course will emphasize the relationship between assessment and instructional design and implementation. Coursework includes the evaluation, selection, development, and adaptation of standardized, normreferenced, and functional assessments, such as a Functional Behavioral Assessment (FBA) and Ecological Assessment. Strategies to support literacy instruction for students with disabilities will be examined. Transition planning, program development, and agencies available to support students with disabilities and their families will be explored. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 304 Assessment and Instruction in the Inclusive Classroom 3 Credits

This course will emphasize assessment, planning, and instructional design to maximize the learning of all students, including those with exceptional learning needs, in the inclusive classroom. Students will have the opportunity to explore a variety of instructional strategies to meet the needs of diverse learners. Organization of learning environments and the collaborative process, including co-teaching models, will be utilized to design a long-term unit plan. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 305 Assessment and Instruction for Students with Autism Spectrum Disorders 3 Credits

Through this course, teacher candidates will learn both theories related to teaching students with Autism Spectrum Disorder (ASD) as well as best practices in the classroom related to academic instruction, as well as emotional, behavioral, and communicative interventions. This course also includes a field component, in which teacher candidates are expected to complete 10 hours of observation in a classroom with students with ASD. The course begins by examining the characteristics of the disability, causes, early warning signs, diagnostic procedures, and early intervention practices. Specific practices related to instruction and intervention as well as how to best structure a classroom for students will be examined. Teacher candidates will receive instruction in a variety of strategies and practices, even those that do not yet qualify as EBP, as well as their theoretical underpinnings. Strategies for communicating effectively and efficiently with parents, as well as the most current and/or special issues in the field will also be discussed. Issues related to post-secondary transition will also be examined. A cumulative GPA of 2.75 is required.

TEC 200 Google® Educator Level One Training 3 Credits

This course will provide the skills and knowledge for pre-service teachers in undergraduate education to successfully take the Google® Educator Level One Exam.

TEC 201 Internet Ethics 1 Credits

This course focuses on using the Internet to explore and reflect on current ethical issues involving technology. These include individual privacy, legal issues such as fair use and copyright laws, and social issues such as bullying and social networking. Students will explore these topics using a variety of search engines and will reflect on the information found in terms of its impact on society as well as its appropriate uses in personal life, education and business. Pass/fail.

TEC 202 Smartboard 1 Credits

This course is designed to provide an opportunity for students to become familiar with the features and applications of Smartboard, an interactive whiteboard that can be used in classrooms and professional presentations. Students will gain experience using the touch screen and in integrating the features of the program into learning and professional materials. Pass/fail.

TEC 203 Desktop Publishing and Web Page Design 1 Credits

This course provides students with the ability to use desktop publishing software to create materials suitable for use in classrooms, professional settings, and personal use, and with the ability to design web pages. The course is appropriate for anyone who will be involved in designing classroom and student publications and for those who will use web pages in their teaching or personal lives. Discussion will be held on how to use desktop publishing and web page design in elementary and secondary school settings. A project involving application of various desktop publishing and web page design techniques will be completed and demonstrated to the class. Pass/fail.

TEC 204 Electronic Spreadsheets and Classroom Management Software 1 Credits

Basic electronic spreadsheet concepts and applications are taught using a major spreadsheet program. Topics include writing basic formulas, copying formulas, playing "What If," customizing a worksheet, and printing a spreadsheet. Discussions will be held on how to integrate spreadsheets into elementary and secondary classes and activities. Pass/fail.

TEC 206 Teaching and Presenting with Technology 1 Credits

This course covers designing, planning, and using technology enhanced instruction and presentations. Group assignments will enable students to explore uses of technology to enhance instruction and presentations. Collaboration will be encouraged when discussing the efficient and effective use of technology. Three collaborative group reports will be submitted dealing with discussion questions and chapter topics. Appropriate web sites and programs will be visited. Students will design a final original application that could be used to create motivation and visual learning in a specific classroom or other professional setting related to their major areas of study. Emphasis will be given to technology integration strategies. A final oral presentation of individual projects will be given.

TEC 207 Social Media for Education 3 Credits

Social Media for Education will introduce students to the structure and culture of social media and how social networking applies to the educational environment. This three-credit course will foster a deep understanding of how social media in education can benefit students, teachers, administrators, staff, and stakeholders.

TEC 307 Concepts Instuct Media & Tech 3 Credits

Designed to provide the student with familiarity and appreciation of the role of educational technology in the workplace as it applies to students, teachers, administrators, and trainers. The student will explore the Internet, various educational multimedia, distance learning, virtual reality environments, learning theories, and integration models. Appropriate developmental/reflective strategies will be incorporated with instruction. Although multimedia microcomputers will be utilized throughout the course, prior microcomputer knowledge and experience is not a critical element. Multimedia expertise will be developed as the course progresses.

TEC 308 Directed Study in Instruct 3 Credits

Designed to enable the student to develop instructional presentations utilizing the advantages of multimedia technology. Each student will be required to create a multimedia portfolio that contains information presentations, cumulative records, presenter notes, work samples, photo library, video animation, and audio narration. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail. Expertise will be developed as the course progresses.

TEC 309 Instruct Media/Technology Management 3 Credits

Designed to develop technology management skills that can be used for individual classrooms, training centers, subject area specializations, grade levels, school laboratories, curriculum integration, administrative functions, system networks, community services, communication systems and connecting linkages between educational/work environments and home. Various management strategies will be explored and each student will have an opportunity to design, via a multimedia microcomputer, an instructional technology system of their choice along with a management plan. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail.

Prerequisite(s): At least six semester hours of technology courses or modules.

TEC 404 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners.

TEC 490 Independent Research and Study 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

TEC 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. Research in this area will be examined and applied to instructional support and design.

Prerequisite(s): SPED 512.

Faculty

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College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences (CLAS) is dedicated to educating students for engaged citizenship, career success, and personal growth in a diverse and complex world.

CLAS cultivates intellectual reflection, creativity, and maturity by promoting both broad academic inquiry and in-depth disciplinary study, while nurturing effective and ethical applications of transferable critical skills.

The CLAS faculty demonstrate an expert and practical dedication in and out of the classroom, advancing the free exploration of ideas and examination of difficult problems within their fields of specialization.

In addition, CLAS fosters engaged learning by encouraging students to spend time studying abroad; researching in collaboration with faculty and other students; and shadowing and interning at nationally renowned companies, governmental agencies, and not-for-profit organizations. The impact of these activities will stay with students forever, significantly enhancing the value of their education in the liberal arts and sciences.

CLAS aims not only to provide students with expertise and experience in their chosen fields, but also to guide their learning of life-long skills that cut across disciplines. Abilities such as critical thinking, quantitative analysis, effective communication, information literacy and technological competencies prepare students to participate in a globalized world where active learning, not static knowledge, is essential.

In short, CLAS inspires students to develop a deep understanding and appreciation of the foundational areas of human knowledge and values. It does so by means of a clear and well-defined general education curriculum and a wide array of specialized majors and minors.

Undergraduate Departments

Biology, Behavioral Neuroscience, and Health Sciences

Chemistry, Biochemistry, and Physics

Communication and Journalism

English

Geological, Environmental, and Marine Sciences (GEMS)

History and Philosophy

Languages, Literatures, and Cultures

Mathematics

Political Science

Psychology

Sociology and Criminology

Degrees

The bachelor of arts degree is awarded to students satisfactorily completing requirements in the following disciplines:

- actuarial science
- American studies
- chemistry
- communication studies
- criminal justice
- economics
- English
- filmmaking, tv, and radio
- French
- global studies

- graphic design
- health care policy
- history
- integrated sciences and math
- journalism
- liberal studies: environmental emphasis
- liberal studies: marine ecological emphasis
- mathematics
- organizational psychology
- philosophy
- political science
- psychology
- public relations
- sociology
- Spanish
- sports media

The bachelor of science degree is awarded to students satisfactorily completing requirements in the following disciplines:

- behavioral neuroscience
- biochemistry
- biology
- chemistry
- computer science
- environmental sciences
- geosciences
- health sciences
- marine sciences

General Liberal Arts and Sciences Studies (GLASS) includes all students who are undecided regarding the selection of a major. For GLASS, specially designated advisors are assigned to help students explore the full range of their academic options. Students have until the completion of 60 credits to select a major. When the major is declared, a new advisor from that field is assigned for course selection and continued academic guidance. For additional information: <http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/undeclared-majors>

Graduation Requirements

All students majoring in the College of Liberal Arts and Sciences must complete 120 credits that include the College of Liberal Arts and Sciences General Education Curriculum, required courses for major(s) and/or minor(s), and potential electives, the last 30 of which must be taken at Rider. To graduate, all students must complete the LAS core and earn a 2.0 or higher GPA, both cumulative and in the major, and, if applicable, in the second major or minor.

Minor Programs

The College of Liberal Arts and Sciences offers minors in the following areas:

- American studies
- biology
- chemistry
- Chinese

- Chinese and Asian area studies
- communication studies
- computer science
- criminal justice
- earth and environmental sciences
- economics
- English with a concentration in cinema studies
- English with a concentration in literature
- English with a concentration in writing
- ethics
- European area studies
- event planning and production
- film and media studies
- filmmaking, tv, and radio
- French
- gender and sexuality studies
- global studies
- graphic design
- health communication
- history
- homeland security policy
- journalism
- Latin American and Caribbean area studies
- marine sciences
- mathematics
- movement science
- multicultural studies
- philosophy
- physics
- political communication
- political science
- psychology
- public relations
- science for business
- social media
- social work
- sociology
- Spanish
- sports media
- sustainability studies
- web design

In addition, the **College of Business Administration** offers minors in economics, health administration, sales, and sport studies available to all Rider students; minors in information systems, entrepreneurship, finance, and general business available to non-business majors.

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

Independent Research and Creative Expression

Students who wish to explore specific topics of inquiry as a result of course work may take up to 12 semester hours of independent research and creative expression toward graduation. To be eligible for independent research and creative expression a student must be a junior or a senior

in good academic standing. Only one project can be scheduled per semester, and for no more than four credit hours. Each independent research and creative expression proposal must be approved by a faculty sponsor, the department chairperson, and the Dean of Liberal Arts and Sciences by no later than the third week of the semester in which the project is to be conducted. Planning for independent research and creative expression should begin during the semester prior to when the student will register for the credits.

Internships

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

Pass/Fail Grading Option

Eligible students in the College of Liberal Arts and Sciences interested in taking a course as a pass/fail to gain experience and credit without affecting their grade point average may apply for the pass/fail grading option through the CLAS Dean's office. The dean's office will notify the student once the form has been reviewed and the course has been approved by the department to be offered under the pass/fail option. The student will have until the end of the sixth week of the semester to notify the Dean's Office if s/he decides to change to a regular grading status.

This option is available only to students with a cumulative GPA of no less than 2.5 and who have earned at least 45 credits. The pass/fail option may only be used for elective credits; it will not apply to any courses that are being used to complete a major, minor, or core requirement. The pass/fail option can be used for no more than 2 courses and a maximum of 8 credits. The pass/fail option will be "blind" to the instructor, thus the student's work will not be assessed any differently from other students in the class. A student must earn at least a C in a pass/fail course to receive credit. The pass/fail course will not factor into the GPA and the student's transcript will indicate only a P (pass) or F (fail) for the course.

Preparation for the Study of Medicine and Dentistry

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

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

continue their education to make certain that they are completing the most appropriate undergraduate courses.

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

Preparation for Study in Allied Health Programs

The College of Liberal Arts and Sciences offers pre-allied health professions advising that focuses on preparation for admission to allied health professions such as nursing, physical therapy, sports medicine, physician assistant, occupational therapy, diagnostic imaging and radiologic sciences, medical laboratory sciences and pharmacy. Each of these disciplines has different prerequisite science and non-science coursework and other experiential requirements, and these may vary among institutions. There are also multiple pathways to bachelor's, combined bachelor's/master's, entry level master's degrees, or doctoral degrees in many of them.

The pre-allied health advisor at Rider offers ongoing availability to help students educate themselves on these varying professional fields and the requirements for entry into them. Students are also urged to consult with admissions personnel at institutions in which they seek to study in order to ensure that they are preparing competitive applications.

Rider University has affiliations with the College of Health Professions at Thomas Jefferson University to facilitate various paths of entry into their allied health programs.

Preparation for the Study of Law

See the Legal Studies minor (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration//legal-studies-minor>).

Majors, Minors and Certificates

Program	Major	Minor	Certificate
Actuarial Science (p. 301)	✓		
American Studies (p. 304)	✓	✓	
Behavioral Neuroscience (p. 308)	✓		
Biochemistry (p. 312)	✓		
Biology B.A. (p. 315)	✓		
Biology B.S. (p. 315)	✓	✓	
Chemistry B.S./B.A. (p. 322)	✓	✓	
Chinese (p. 327)		✓	
Chinese and Asian Area Studies (p. 329)		✓	
Communication Studies (p. 331)	✓	✓	
Computer Science (p. 341)	✓	✓	
Criminal Justice (p. 344)	✓	✓	
Earth and Environmental Sciences (p. 352)		✓	
Economics (p. 355)	✓	✓	
English (p. 357)	✓	✓	
Entrepreneurship for Non-business Majors (p. 49)		✓	
Environmental Sciences (p. 372)	✓		
Environmental Studies (p. 380)	✓		

Ethics (p. 386)	✓	
European Area Studies (p. 387)	✓	
Event Planning and Production (p. 388)	✓	
Film and Media Studies (p. 390)	✓	
Filmmaking TV and Radio (p. 393)	✓	✓
Finance Minor for Non-business Majors (p. 55)	✓	
French (p. 405)	✓	✓
Gender and Sexuality Studies (p. 409)	✓	
General Business for Non-business Majors (p. 58)	✓	
Geosciences (p. 412)	✓	
Global Studies (p. 417)	✓	✓
Graphic Design (p. 423)	✓	✓
Health Communication (p. 438)	✓	
Health Care Policy (p. 433)	✓	
Health Sciences (p. 440)	✓	
History (p. 443)	✓	✓
Homeland Security Policy (p. 449)		✓
Integrated Sciences and Math (p. 452)	✓	
Journalism (p. 461)	✓	✓
Latin American and Caribbean Area Studies (p. 471)		✓
Liberal Studies - Marine Ecological Emphasis (p. 473)	✓	
Marine Sciences (p. 477)	✓	✓
Mathematics (p. 484)	✓	✓
Movement Science (p. 487)		✓
Multicultural Studies (p. 489)		✓
Organizational Psychology (p. 490)	✓	
Philosophy (p. 494)	✓	✓
Physics (p. 499)		✓
Political Communication (p. 501)		✓
Political Science (p. 515)	✓	✓
Professional Writing (p. 523)		✓
Psychology (p. 525)	✓	✓
Public Relations (p. 534)	✓	✓
Social Media Strategies (p. 543)		✓
Social Work (p. 544)		✓
Sociology (p. 545)	✓	✓
Spanish (p. 552)	✓	✓
Sports Media (p. 557)	✓	
Sustainability Studies (p. 560)		✓
Web Design (p. 561)		✓

Actuarial Science

Program Overview

The Actuarial Science program is designed to provide students with the knowledge, skills and tools they will need to obtain employment as an actuary. The program incorporates a blend of business and liberal arts courses in Mathematics to provide a deep understanding of

critical thinking, analysis, and communication skills as well as project management and teamwork.

Students graduating from the Actuarial Science program will be:

1. Prepared to take the Society of Actuaries (SOA) exams required for employment in the actuarial science profession.
2. Able to demonstrate the proficiency in the three Validation by Educational Experience (VEE) requirements by SOA.
3. Able to write technical reports and make technical presentations containing statistical and actuarial results.
4. Able to apply statistical methods using relevant software to solve real world problems.
5. Prepared to continue their study in finance, mathematics, statistics, and other related fields and take additional SOA exams to advance their career.

Employment projections predict a high demand for actuarial science positions over the next several years. Students interested in actuarial science will find this program contains all the components that contribute to a successful actuarial career and an excellent track record of placement upon graduation.

Degree Offered

- B.A. in Actuarial Science

Contact

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Department Website: (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/actuarial-science>) **Actuarial Science** (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/actuarial-science>)

Actuarial Science B.A. Major Requirements

(42 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Required Mathematics Courses		21
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
MTH 240	Linear Algebra	
MTH 340	Probability & Stat Analysis I	
MTH 341	Probability & Statistical Analysis II	
Required Accounting Course		3
ACC 210	Introduction to Accounting	
Required Finance Course		3

Select one of the following courses:

FIN 220	Introduction to Finance	
FIN 309	Intermediate Corporate Finance	
Required Economics Courses		6
ECO 200	Principles of Macroeconomics	
ECO 201	Principles of Microeconomics	
Required Management Science Courses		9
MSD 320	Quantitative Meth Bus Forecast	
MSD 325	Regression/Analysis Variance	
MSD 350	Compound Interest Theory	
Recommended Free Electives ¹		
FIN 307	Financial Markets & Institut	
FIN 308	International Finance	
FIN 312	Investments	
FIN 340	Risk Management	
FIN 360	Derivatives	
HTH 336	Economics of Health Care Sys	
Total Credits		42

¹ Recommended free electives are not required for completion of the major.

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
ECO 200	Principles of Macroeconomics	3
MTH 210	Calculus I ³	4
CMP 120	Expository Writing ¹	3
HIS 150	World History to 1500	3
Foreign Language		3
Semester Credit Hours		16
Spring Semester		
ECO 201	Principles of Microeconomics	3
MTH 211	Calculus II	4
HIS 151	World History Since 1500	3
CMP 125	Research Writing	3
Foreign Language		3
Semester Credit Hours		16
Year 2		
Fall Semester		
ACC 210	Introduction to Accounting	3
MTH 212	Calculus III	4
MTH 240	Linear Algebra	3
COM 104	Speech Communication	3
Social Perspectives		3
Semester Credit Hours		16

Spring Semester

FIN 220	Introduction to Finance	3
Social Perspectives		3
Scientific Perspectives		3
Free Electives ²		6
Semester Credit Hours		15

Year 3**Fall Semester**

MSD 350	Compound Interest Theory	3
MTH 340	Probability & Statistical Analysis I	3
Philosophical Perspectives		3
Free Electives ²		6
Semester Credit Hours		15

Spring Semester

MTH 341	Probability & Statistical Analysis II	3
Scientific Perspectives		3
Free Electives ²		9
Semester Credit Hours		15

Year 4**Fall Semester**

MSD 320	Quantitative Methods for Business Forecasting	3
Aesthetic Perspective: Literature		3
Free Electives ²		9
Semester Credit Hours		15

Spring Semester

MSD 325	Regression/Analysis Variance	3
Aesthetic Perspective: Fine Arts		3
Free Electives ²		9
Semester Credit Hours		15

Total Credit Hours for Graduation 123

¹ For course placement information please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ Mathematics General Education Curriculum requirements are included in the major.

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 307 Financial Markets & Institutions 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

MSD 320 Quantitative Methods for Business Forecasting 3 Credits

A study of the various quantitative techniques applicable to the problems of forecasting that occur in business and industry. Topics may include the regression techniques of causal modeling, as well as the moving average, exponential smoothing, and Box-Jenkins approaches of time series analysis. All methods are illustrated with the use of realistic forecasts.

Prerequisite(s): MSD 201 or MTH 341.

MSD 325 Regression/Analysis Variance 3 Credits

This course examines the use of applied linear statistical models to adequately describe practical relationships in business and economics. The implementation of a popular statistical computing package to analyze realistic data sets is an important component of the course. Topics include simple and multiple linear regression, model diagnostics and remedial measures, and the analysis of variance.

Prerequisite(s): MSD 201 or MTH 341.

MSD 350 Compound Interest Theory 3 Credits

A thorough treatment of the theory and applications of compound interest. Topics include the measurement of interest, elementary and general annuities, amortization schedules and sinking funds, and bonds and other securities.

Prerequisite: MSD 111 or equivalent. Fall.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

MTH 211 Calculus II 4 Credits

The definite integral, differentiation of transcendental functions, methods of integration and approximate integration, determination of area, volume, and surface area.

Prerequisite(s): MTH 210.

MTH 212 Calculus III 4 Credits

Infinite series; functions of two and three variables, vectors and tangent planes, partial derivatives, multiple integrals, determination of volume and density.

Prerequisite(s): MTH 211.

MTH 240 Linear Algebra 3 Credits

Systems of linear equations; vector spaces; linear independence; determinants; orthogonality; linear maps; eigenvectors.

Prerequisite(s): MTH 210 or as corequisite; sophomore standing; or permission of instructor.

MTH 340 Probability & Statistical Analysis I 3 Credits

Theory of sets and probability; discrete and continuous random variables and probability distributions. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite(s): MTH 212 or MSD 111.

MTH 341 Probability & Statistical Analysis II 3 Credits

Continuation of MTH 340. Foundations of mathematical statistics: normal distributions, estimation, confidence intervals and hypothesis testing; topics chosen from student's t-test, chi-square tests, analysis of variance and regression analysis. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite: MTH 340. Spring.

American Studies

Program Overview

American studies is an interdisciplinary major that explores American culture and identity. Students take classes in literature, history, film, food, media, music, philosophy, art and politics to achieve a multi-layered understanding of today's society and what it means to be American. American studies has an intimate, open atmosphere and a curriculum unencumbered by traditional disciplinary boundaries, a place for freewheeling conversations about the American experience.

American studies is also an ideal double major. The flexibility of the program makes it possible to combine American studies with other majors.

Curriculum Overview

The program includes travel courses to great American cities such as New Orleans, Charleston and Memphis. Other courses include hip-hop, Alfred Hitchcock, American technology, the American West, rock 'n' roll, American cinema, Martin Luther King, Live on Broadway (which includes trips to New York City) and sports in American life.

These courses explore American culture from different perspectives, help broaden career choices by building unique networking opportunities, and

provides individual attention from professors who can help you find jobs in a variety of fields.

Rider's American studies program prepares students for careers in public policy, law, education, journalism, film, music, arts administration, library science and publishing.

American Studies faculty are among the best teachers and most published scholars at Rider, recruited from history, English, sociology, philosophy, education, business, legal studies, and fine arts. Many have published major books and written for publications such as *The New York Times*, *The Washington Post* and prominent academic journals. They have appeared in major media outlets such as NPR, CNN, and CBS.

American Studies Honors Program

A limited number of superior students enrolled in the American Studies major or minor programs may participate in a program leading to graduation with Honors in American Studies. Interested students should apply to the departmental Committee on honors before March 1st of their junior year; admission is based on academic average and submission of an acceptable proposal for an individual study project. Honors in American Studies is awarded on the basis of completing the senior thesis.

Degrees Offered

- B.A. in American Studies

Contact

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Program Website: American Studies (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/ams>)

Associated Department/College: Liberal Arts Program (<http://www.rider.edu/claes>)

Related Programs

- English (p. 357)
- History (p. 443)
- Journalism (p. 461)
- Philosophy (p. 494)
- Psychology (p. 525)

Major Requirements

(36 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
American Studies		
AMS 200	Introduction to American Studies	3
AMS 400 & AMS 401	Seminar in American Studies I and Seminar in American Studies II	6
One American Studies elective		3
HIS 180	U.S. History I	3
HIS 181	U.S. History II	3

American Literature Distribution

Select two of the following:		6
ENG 210	Major American Authors	
ENG 228	Black American Lit	
ENG 229	Multi-Ethnic Lit in America	
ENG 351	19th-Century American Lit	
ENG 357	American Literature, 20th century to Present	
ENG 353	Contemporary American Lit	
ENG 441	Seminar in American Lit	

OR choose other literature courses with a preponderance of American material

Humanities Distribution

Select two of the following:		6
AMS 210	Growing Up American	
AMS 213	American Myth in Literature, Landscape, and Music	
AMS 214	Special Topics in American Studies	
AMS 215	Alfred Hitchcock in America	
AMS 225	American Folklore	
AMS 226	The New South in Literature, Music and Film	
AMS 228	Studies in American Jewish Culture	
AMS 229	American Popular Culture	
AMS 305	Religion in America	
AMS 306	Poetry and Poetics in American Culture	
AMS 309	Hip Hop and American Culture	
AMS 310	American Identity in the Arts	
AMS 312	American Photography	
AMS 350	American Gothic	

OR choose another Humanities courses with a preponderance of American material

Social Science Distribution

Select two of the following:		6
AMS 210	Growing Up American	
AMS 211	Sports in American Life	
AMS 212	Multicultural America	
AMS 225	American Folklore	
AMS 227	Philosophy of Martin Luther King Jr.	
AMS 228	Studies in American Jewish Culture	
AMS 229	American Popular Culture	
AMS 304	Technology and Science in America	
AMS 309	Hip Hop and American Culture	
AMS 311	Radicalism in 20th-Century America	
AMS 338	Social Impact of Rock and Roll	

OR choose other Social Science courses with a preponderance of American material

Total Credits 36

American Studies Minor Requirements

(18 credits)

Code	Title	Credits
AMS 200	Introduction to American Studies	3
Select five of the following:		15

AMS 210	Growing Up American	
AMS 211	Sports in American Life	
AMS 212	Multicultural America	
AMS 213	American Myth in Literature, Landscape, and Music	
AMS 214	Special Topics in American Studies	
AMS 215	Alfred Hitchcock in America	
AMS 225	American Folklore	
AMS 226	The New South in Literature, Music and Film	
AMS 227	Philosophy of Martin Luther King Jr.	
AMS 228	Studies in American Jewish Culture	
AMS 229	American Popular Culture	
AMS 250	America and the Future	
AMS 304	Technology and Science in America	
AMS 305	Religion in America	
AMS 306	Poetry and Poetics in American Culture	
AMS 309	Hip Hop and American Culture	
AMS 310	American Identity in the Arts	
AMS 311	Radicalism in 20th-Century America	
AMS 312	American Photography	
AMS 338	Social Impact of Rock and Roll	
AMS 350	American Gothic	
Total Credits		18

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
Social Perspectives		3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
Aesthetic Perspectives: Literature		3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
AMS 200	Introduction to American Studies	3
Foreign Language		3
Semester Credit Hours		15
Year 2		
Fall Semester		
HIS 180	U.S. History I	3
AMS Humanities Course		3
American Literature Course		3

Aesthetic Perspectives: Fine Arts		3
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
HIS 181	U.S. History II	3
AMS Social Science Course		3
Philosophical Perspectives		3
Scientific Perspectives		3
Social Perspectives		3
Semester Credit Hours		15

Year 3

Fall Semester

AMS 400	Seminar in American Studies I	3
American Literature		3
Social Perspectives		3
Elective Course		3
Elective Course		3
Semester Credit Hours		15

Spring Semester

AMS Humanities Course		3
AMS Social Science Course		3
Elective Course		3
Elective Course		3
Elective Course		3
Semester Credit Hours		15

Year 4

Fall Semester

AMS Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
Semester Credit Hours		15

Spring Semester

AMS 401	Seminar in American Studies II	3
Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
Semester Credit Hours		15

Total Credit Hours for Graduation 120

Notes:

1. For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>.
2. Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

AMS 200 Introduction to American Studies 3 Credits

An introduction to various historical definitions of the American experience or national identity, to selected topics which have been used to explain that identity, and to methods of study in the field.

AMS 210 Growing Up American 3 Credits

Studies the maturation and socialization process in modern America through comparative analysis of autobiographical texts and students' personal experiences. Texts represent the experiences of young Americans of both sexes and of different class, racial, ethnic, religious, and regional backgrounds.

AMS 211 Sports in American Life 3 Credits

Literary, sociological, and psychological views of sports in 20th-century American life are examined, focusing on sports as a symbol and reflection of our ideals and tensions.

AMS 212 Multicultural America 3 Credits

Focusing primarily on the new century, this course explores the experiences of the remarkably diverse range of ethnic groups who have come to the U.S. in recent years, including Hispanics, Europeans, Asians and Africans. How these groups have impacted the communities where they have settled, how they have interacted with other ethnic groups, and how they have assimilated (or not) and prospered (or not) are among the issues examined and discussed.

AMS 213 American Myth in Literature, Landscape, and Music 3 Credits

A study of the New World and related myths from an interdisciplinary perspective. Students will read essays, fiction, and poetry by Poe, Melville, Emerson, Whitman, James, and others. Paintings and musical works embodying New World concepts will be examined in connection with the above authors.

AMS 214 Special Topics in American Studies 3 Credits

Studies in specialized areas of American culture, including travel courses to New Orleans and Spoleto USA. Topics change each semester and are listed in the course roster.

AMS 215 Alfred Hitchcock in America 3 Credits

Explores the influence of American culture on the films of Alfred Hitchcock following his immigration to the United States. Students will study one of the cinema's greatest auteurs through the lens of American culture and its impact on Hitchcock's European sensibility. Also explores the reverse dynamic: how Hitchcock transformed American cinema.

AMS 225 American Folklore 3 Credits

An introduction to folk language, custom, and material culture in the United States. Proverbs; myths, legends, and tales; superstitions; music; arts and crafts are treated from both aesthetic and social perspectives. Students will collect and examine folklore within their own cultural contexts.

AMS 226 The New South in Literature, Music and Film 3 Credits

An exploration of Southern culture since World War II and how it has influenced American society as a whole. In literature, music, and film, the Sun Belt has been a significant, innovative region. From the spread of New Orleans jazz through the plays of Tennessee Williams to the fiction of Flannery O'Connor, Southern art has helped shape the larger American culture; this course examines that influence from an interdisciplinary perspective.

AMS 227 Philosophy of Martin Luther King Jr. 3 Credits

A study of Martin Luther King, Jr.'s philosophical writings and his impact on civil speeches and sermons, and critical assessments of the significance of his thought.

AMS 228 Studies in American Jewish Culture 3 Credits

Focuses on important fiction, criticism, social/philosophical commentary, history, and films by 20th-century Jewish American intellectuals, including Michael Gold, Anzia Yezierska, Saul Bellow, Bernard Malamud, Philip Roth, Cynthia Ozick, Grace Paley, Rebecca Goldstein, Art Spiegelman, Arthur Hertzberg, Leslie Fiedler, Chaim Potok, Woody Allen, and David Mamet.

AMS 229 American Popular Culture 3 Credits

An exploration of American popular culture and its profound impact on both the United States and the rest of the world. Pop-culture theorists regard American culture as a dominant force; this course examines the development of this trend from historical, political, and artistic perspectives.

AMS 250 America and the Future 3 Credits

Examines the projections of the American future in terms of the past and present. Emphasizes American studies methodologies, drawing upon philosophical, literary, environmental, and other varieties of futuristic speculations.

AMS 304 Technology and Science in America 3 Credits

An overview of the development and impact of technology and science on American institutions. Topics include innovation, economic growth, science and its relation to technology, social theory, and the politics of science.

AMS 305 Religion in America 3 Credits

Introduces the changing patterns of American development from the sectarianism of colonial America to the pluralism and growing secularism of the 20th-century American religious scene.

AMS 306 Poetry and Poetics in American Culture 3 Credits

Examines American poetry and poetics in relation to American culture and history of the 18th through the 21st centuries. Students read poems and statements about poetry, view artworks, hear recordings, and examine hypertext versions of poems.

AMS 309 Hip Hop and American Culture 3 Credits

Examines and critiques hip hop as a part of American culture. Students will engage with scholarship from several fields in studying the social conditions that fostered the creation of hip hop music, and discuss how these conditions have and/or have not changed in America since the 1970s, when hip hop was born. Students will delve into such issues as how women relate to hip hop, hip hop poetics and rhyme structures, race relations in hip hop, censorship, and the ethics and legalities of digital sampling.

AMS 310 American Identity in the Arts 3 Credits

Studies the place of the arts and the position of the creative artist in contemporary American society, with particular emphasis on the problems of the artist's search for an American identity in the complex cultural milieu.

AMS 311 Radicalism in 20th-Century America 3 Credits

Discusses a number of radical intellectual, literary, and political movements, organizations, and parties from the points of view of their members and leaders, and their historical genesis and development within the context of 20th-century American political life.

AMS 312 American Photography 3 Credits

An intensive analysis of the documentary, aesthetic, and expressive significance of photography in American culture from 1850 to the present. Particular emphasis on the interrelationships between photography and developments in American history, painting, literature, and the social sciences. This course does not deal with the technical aspects of still photography.

AMS 338 Social Impact of Rock and Roll 3 Credits

Explores rock and roll music as a communication medium of American popular culture. The focus is on both how rock and roll music has influenced, and is influenced by, society. It addresses the origins, development and impact of rock music in relation to some of the critical cultural dynamics that provided not only its context, but also much of its content.

AMS 350 American Gothic 3 Credits

An introduction to American Gothic literature as a genre, including its historical development, governing conventions, politics, and aesthetics, as well as its emotional and cultural impact.

AMS 400 Seminar in American Studies I 3 Credits

A study of arts and letters in America from the Puritan period through the Civil War. Should be taken junior year if possible.

Prerequisite(s): AMS 200.

AMS 401 Seminar in American Studies II 3 Credits

A study of arts and letters in America from Reconstruction to the present. Should be taken junior year if possible.

Prerequisite(s): AMS 200.

AMS 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

AMS 491 Internship in American Studies 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of various manifestations of American society in workplace settings. Placements can be made in business, government, and non-profit organizations and local grassroots movements that draw on the knowledge acquired in the American studies curriculum.

Behavioral Neuroscience

Program Overview

The Behavioral Neuroscience major educates the next generation of scientists with a foundation in biological sciences and behavioral neuroscience. Students in the behavioral neuroscience major are prepared to join the workforce or attend professional or graduate school. Rider achieves this through small class and laboratory sizes, faculty accessibility, and guidance tailored to each student's needs. Areas of professional and graduate study include medical, dental, and veterinary school; allied health programs in optometry, podiatry, physical therapy, occupational therapy, nursing; as well as programs leading to M.S. or Ph.D. degrees in the life sciences; and programs in science education.

Students in this major can have direct, hands-on instruction and guidance through the Science Learning Community (SLC). The SLC was established to provide academic and social support for science majors and is open to all students studying science. The program includes residence hall-based tutoring and mentoring programs, as well

as social programming for science majors to enhance their knowledge and experience outside of the classroom.

Many graduates of the Behavioral Neuroscience program have pursued graduate studies at prestigious institutions including Johns Hopkins University, University of Pennsylvania, Dartmouth College and Cornell University. Others have entered medical school, or have gone on to become educators, surgical assistants, marine biologists, mental health technicians, nurses, behavioral therapists, occupational therapists or physical therapists.

Curriculum Overview

The curriculum for majors has been shaped to prepare students for a life of learning in the sciences. Rider's faculty are research-oriented, and encourage students to take advantage of the opportunity to engage in independent research and internships. Students are expected to gain knowledge, and develop technical and analytical skills and competency in writing and speaking. Classes include coursework focused on the principles of evolution and diversity, neuroscience, and psychology, among other courses. Students also have the opportunity to take part in three-week internship courses through the Capital Health System Hospitals, summer research and other off-site internships.

Student Learning Outcomes

Graduates of the Behavioral Neuroscience major will be able to:

1. Explain foundational concepts in biological sciences.
2. Apply scientific methods of inquiry through testing of newly formed hypotheses with observation and experimentation.
3. Apply concepts from other disciplines in the analysis and interpretation of biological information.
4. Demonstrate the ability to locate, critically analyze, and communicate relevant scientific information.
5. Explain the ethical practice of scientific research and its societal applications.

Honors Programs

Honors in Behavioral Neuroscience

The objective of the honors program in Behavioral Neuroscience is to introduce talented undergraduate majors to the methods of basic research in behavioral neuroscience. Qualified biology or behavioral neuroscience majors may participate in the Departmental Honors program. For consideration, a student must have at least a 3.25 overall grade point average at the end of their junior year. In the senior year, a student seeking Honors must write and orally defend a written honors thesis based upon their independent research. A candidate who has a 3.25 cumulative average, a 3.5 average in their science courses, and who has completed an acceptable Honors Thesis, will be awarded Honors in Behavioral Neuroscience upon graduation.

Beta Beta Beta Biological Honor Society

"Tri-Beta" is a national honor society affiliated with the American Association for Advancement of Science and the American Institute of Biological Sciences. Invitations for membership are extended to majors in the life sciences who have demonstrated superior academic achievement. Students are usually invited to join in their sophomore year when they have accumulated 12 credits in the sciences. Active membership is available to those with an overall grade point average of at least 2.8, and at least 3.0 in their science courses. The benefits of membership include academic recognition; a subscription to

the journal *Bios*, to which members may submit research articles; opportunities to present papers at conventions; and research awards. Behavioral neuroscience majors should make membership in Tri-Beta one of their goals.

Pre-medical and Pre-allied Health Advising Programs

The premedical studies and pre-allied health advising programs assist students with academic and extra-curricular planning required to become competitive applicants for programs in the health professions.

Rider and Thomas Jefferson University have a long-standing articulation agreement for students who wish to pursue training in the allied health professions. This agreement does not guarantee admission of Rider students into Jefferson's programs; it does mean that Rider faculty members are familiar with Jefferson's academic requirements and that Rider's courses are eligible for transfer to Jefferson.

Degrees Offered

- B.S. in Behavioral Neuroscience

Contact

Paul Jivoff, Ph.D.

Professor and Chairperson

Science Hall 339D

609-895-5421

pjivoff@rider.edu

Program Website: Behavioral Neuroscience (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)

Associated Department: Department of Biology, Behavioral Neuroscience, and Health Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/biology-behaviora>)

Related Programs

- Biology (p. 315)
- Chemistry (p. 322), biochemistry (p. 312) and physics (p. 499)
- Geological, Environmental, and Marine Sciences (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)
- Health Sciences (p. 440)
- Mathematics (p. 484)
- Psychology (p. 525)
- M.A. in Applied Psychology (p. 716)

Major Requirements

(51-54 credits)

Code Title
CLAS General Education Curriculum

See CLAS General Education Curriculum Page (p. 570)

Biology

BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab ¹	4
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab ¹	4

Behavioral Neuroscience

BNS 275 & 275L	Behavioral Neuroscience and Behavioral Neuroscience Lab ¹	4
Select two of the following:		8

BNS 310 & 310L	Neurobiology and Neurobiology Lab	
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	

Select one of the following

PSY 100	Intro To Psychology	3
or BNS 107	Life Science: Behavioral Neuroscience Emphasis	

Mathematics

MTH 105	Algebra and Trigonometry ²	4
Select one of the following:		3-4

BNS 250 & 250L	Biostatistics and Biostatistics Lab ²	
ENV 200 & 200L	Statistical and Computer Applications in the Natural Sciences and Statistical and Computer Applications in the Natural Sciences Lab ²	
PSY 201	Statistics and Research Design (requires PSY 105 prerequisite) ²	

Chemistry

CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1

Biology/Psychology Electives

Select two (2) of the following:		6-8
Upper-level Biology Course		

BIO 215L & 215L	Microbiology Lab and Microbiology Lab	
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	
BIO 265 & 265L	Genetics and Genetics Lab	
BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	
BIO 300 & 300L	Developmental Biology and Developmental Biology Lab	
BIO 305 & 305L	Vertebrate Physiology and Vertebrate Physiology Lab	
BIO 321 & 321L	Microbiology and Microbiology Lab	
BIO 335 & 335L	Modern Plant Biology and Modern Plant Biology Lab	

Credits

BIO 340 & 340L	Evolutionary Biology and Evolutionary Biology Lab	
BIO 350 & 350L	General Ecology and General Ecology Lab	
BIO 370 & 370L	Immunology and Immunology Lab	
BIO 372 & 372L	Behavior of Marine Organisms: Evolutionary Approach and Beh Mar Org: Evol Apprch Lab	
Any PSY 200-level or higher course		
Additional Electives		
Select one (1) of the following:		4
Any additional BNS 300-level course with a lab		
Any PSY 300-level course with a lab		
Any BCH 200 or higher course with a lab		
Senior Capstone Seminar		
BNS 415	Seminar in Behavioral Neuroscience	3
Total Credits		51-54

¹ Students must earn a grade of "C" or better in this course to meet the major requirements and before enrolling in upper-level courses for which these courses are prerequisites.

² Students must place into MTH 105 Algebra & Trigonometry or higher level mathematics in order to register for BIO 115, BIO 116 and BNS 275.

Department of Biology, Behavioral Neuroscience, and Health Sciences Course Repeat Policy

The following guidelines apply to courses offered by the Department of Biology, Behavioral Neuroscience, and Health Sciences. Students may not repeat any biology (BIO), behavioral neuroscience (BNS) or health sciences (HSC) course without special permission. A course will be considered repeated if the student has previously earned a letter grade in the course, or if the student has previously withdrawn from the course during Withdrawal II or Withdrawal III. If a student wishes to retake a biology, behavioral neuroscience or health science course, permission must be submitted by the departmental chairperson before the registrar will allow the student to enroll in that course.

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
MTH 105	Algebra and Trigonometry ¹	4
CMP 120	Expository Writing ¹	3

NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab	4
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CMP 125	Research Writing	3
Social Perspectives		3
Semester Credit Hours		14

Year 2

Fall Semester

BNS 275 & 275L	Behavioral Neuroscience and Behavioral Neuroscience Lab	4
BNS 250 & 250L	Biostatistics and Biostatistics Lab	4
PSY 100	Introduction to Psychology	3
HIS 150	World History to 1500	3
Semester Credit Hours		14

Spring Semester

BNS 310 & 310L	Neurobiology and Neurobiology Lab	4
BCH 225 & 225L	Introduction to Organic and Biochemistry and Introduction to Organic & Biochemistry Lab	4
HIS 151	World History Since 1500	3
Foreign Language		3
Elective course		3
Semester Credit Hours		17

Year 3

Fall Semester

Upper-level Neuroscience (select one)		4
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	
Social Perspectives		3
Foreign Language		3
Philosophical Perspective		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		16

Spring Semester

Biology/Psychology Elective (select one)		3-4
BIO 215 & 215L	Medical Microbiology and Microbiology Lab	
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	
BIO 265 & 265L	Genetics and Genetics Lab	
BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	
BIO 300 & 300L	Developmental Biology and Developmental Biology Lab	

BIO 305 & 305L	Vertebrate Physiology and Vertebrate Physiology Lab	
BIO 321 & 321L	Microbiology and Microbiology Lab	
BIO 335 & 335L	Plant Biology and Modern Plant Biology Lab	
BIO 340 & 340L	Evolutionary Biology and Evolutionary Biology Lab	
BIO 350 & 350L	General Ecology and General Ecology Lab	
BIO 370 & 370L	Immunology and Immunology Lab	
BIO 372 & 372L	Behavior of Marine Organisms: Evolutionary Approach and Behavior of Marine Organisms: Evolutionary Approach Lab	
Any 200-level PSY course		
Aesthetic Perspectives: Literature		3
Elective Course		3
Elective Course		3
Elective Course		3
Semester Credit Hours		15-16
Year 4		
Fall Semester		
Upper-level Neuroscience		4
BNS 360 Neurochemistry or BNS 375 Neuroethology		
Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
Semester Credit Hours		16
Spring Semester		
Biology/Psychology Elective		3-4
BNS 415	Seminar in Behavioral Neuroscience	3
Elective Course		3
Elective Course		3
Elective Course		3
Semester Credit Hours		15-16
Total Credit Hours for Graduation		122-124

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>.

Notes:

1. Please note that elective credits may be used to complete requirements in a second major or minor.
2. Natural and Physical Sciences and Mathematics core requirement included in a major.

Courses and Descriptions

BNS 107 Life Science: Brain and Behavior 3 Credits

An introduction to the biology of the human brain and the rest of the human nervous system. Topics in neuroscience are covered in molecular, cellular, and systematic terms. Additional material is presented on the origins and effects of neurological and psychiatric diseases. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BNS 250 Biostatistics 4 Credits

This course will assist students with acquiring the skills necessary to design, conduct, and interpret research studies. Emphasis will be on learning how to develop experimental designs to translate theoretical concepts into testable hypotheses. Experiments conducted during laboratory sessions will use laboratory mice and will use equipment for measuring animal behavior. Students will gain experience collecting, analyzing, writing and orally presenting their research results. Three hours of lecture and one three-hour lab per week. Prerequisite(s): MTH 105 or higher or placement into MTH 210, grade of "C" or better in one lab science course.

Corequisite(s): BNS 250L.

BNS 250L Biostatistics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BNS 250.

BNS 275 Behavioral Neuroscience 4 Credits

An introductory behavioral neuroscience course including basic neuroanatomy and neurophysiology of movement, ingestive, reproductive, emotional, and learning behaviors. Emphasis is on the structure/function relationships that allow animals to make appropriate physiological and behavioral responses to the environment. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115 & BIO 116.

Corequisite(s): BNS 275L.

BNS 275L Behavioral Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 275.

BNS 310 Neurobiology 4 Credits

A lecture-laboratory course investigating the structure and function of the nervous system. Lecture topics include organization of the nervous system, neuroanatomy, neurophysiology, neurochemistry, physiology of sensory systems, biological aspects of nervous system diseases, and behavior. Laboratory exercises include study of anatomy of the nervous system, nerve cell recording, modern neuroanatomical techniques, and the neural basis of animal behavior. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course. Corequisite(s): BNS 310L.

BNS 310L Neurobiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 310.

BNS 360 Neurochemistry 4 Credits

Examines the fundamentals of neurochemistry, including the neuroanatomical distribution, pharmacology, and functions of neurotransmitters; signal transduction pathways; behavioral and physiological effects of chemicals either used therapeutically to treat biopsychological disorders or that may be abused for their psychotropic effects; and mechanisms and models for the study of drug action. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116, CHE 122, CHE 123 with a grade of C or better in each course.

Corequisite(s): BNS 360L.

BNS 360L Neurochemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BNS 360.

BNS 375 Neuroethology: Circuits of Behavior 4 Credits

Neuroethology is the study of the neural and physiological basis of animal behavior. This course focuses on the specific behavioral problems faced by animals in their natural habitats, and the ways in which their nervous systems solve these problems. The mechanisms that underlie complex behaviors such as spatial orientation and navigation, escape mechanisms, and animal communication will be examined, as well as the extraordinary sensory adaptation of organisms to their environments (e.g., echolocation, electroreception, and magnetic reception). The neural control of motor programs and temporally-patterned behaviors will be studied in simpler neuronal systems. Finally, recent cellular and molecular approaches to the study of behavior will be addressed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BNS 375L.

BNS 375L Neuroethology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 375.

BNS 415 Seminar in Behavioral Neuroscience 3 Credits

Critical analysis of the scientific literature pertaining to current topics in behavioral neuroscience. Topics include mechanisms through which the brain influences physiology and behavior and the integration of nervous and endocrine systems. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116 or BNS 118, BIO 117, junior standing and permission of instructor.

BNS 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BNS 491 Internship in Behavioral Neuroscience 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Biochemistry

Program Overview

Students in the biochemistry major will find themselves taking part in small classes that encourage close and frequent interaction between students and professors, helping to create a stimulating learning environment.

Students in this major are offered abundant research opportunities (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics/chemistry-biochemistry-student-research>) both during the academic year and during the summer months. Faculty are engaged in research projects which lend themselves to undergraduate participation. In tackling the challenge of advanced and independent laboratory work, students begin to understand the nature of science and the scientific method. Participation in research by all students is strongly encouraged, as it builds a greater appreciation of the nature of their chosen field. The opportunity to perform independent research has motivated many students to continue their education either in an accredited graduate program or in a professional school in a number of medical fields.

Often, faculty and students jointly present their research results at national professional meetings, the Rider Independent Scholarly Research & Creative Activities Presentations (ISCAP) Day, or as written research papers submitted to scholarly journals.

The major has been approved by the American Chemical Society (ACS), which means that classes are nationally and internationally recognized as providing adequate experimental skills, oral and written communication skills, and knowledge that prepares students to be future professionals.

Curriculum Overview

Core chemistry classes include one year of general chemistry, one year of organic chemistry, one year of biochemistry, three semesters of general biology and courses in quantitative analysis, physical chemistry and genetics.

Students also must earn advanced course credits at the 300 level or above in chemistry, biochemistry, biology or behavioral neuroscience. Independent research, BCH 490, is also a requirement of the biochemistry major.

Degree Offered:

- B.S. in Biochemistry

Contact

Alexander Grushow, Ph.D.
Professor and Chairperson
Science Hall 336D
609-896-5095
grushow@rider.edu

Program Website: Biochemistry (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics>)

Associated Department: Department of Chemistry, Biochemistry & Physics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/chemistry-biochem>)

Related programs:

- Chemistry (p. 322)
- Physics (p. 499)

Biochemistry Major Requirements

(71 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Biology		
BIO 115	Principles of Biology I	4
BIO 116	Principles of Biology II	4
BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO 260L	Principle of Biology: Cells Lab	0
BIO 265	Genetics	4
Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CHE 211	Organic Chemistry I	4
CHE 214	Organic Chemistry II	4
CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 305	Physical Chemistry I	3
BCH 325	Biochemistry I	3
BCH 326	Biochem and Enzymology I Lab	1
BCH 330	Biochemistry II	3
BCH 331	Biochemistry II Lab	1
BCH 490	Independent Study: Research and Creative Expression	3
Mathematics		
MTH 210	Calculus I	
MTH 211	Calculus II	
Physics		
PHY 200	General Physics I	
PHY 201	General Physics II	
Upper Level Electives		
Five credits of upper-level courses at the 300 level or above in either BCH, CHE, BNS or BIO (excluding extra credits in Independent Research and Study). At least two of the five credits must be connected to laboratory courses.		
Total Credits		71

Students wishing an ACS certified degree in Biochemistry must take CHE 315 Inorganic Chemistry and either CHE 316 Inorganic Chemistry Laboratory or CHE 325 Physical Chemistry Laboratory and two more credits of chemistry lab courses. See Department Chair for more details on ACS certification.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
MTH 210	Calculus I ¹	4
CMP 120	Expository Writing ¹	3
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
MTH 211	Calculus II	4
CMP 125	Research Writing	3
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
Semester Credit Hours		15
Year 2		
Fall Semester		
CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
BIO 260	Principles of Biology: Evolution, Diversity, and Biology of Cells	4
BIO 260L	Principle of Biology: Cells Lab	0
HIS 150	World History to 1500	3
Social Perspectives		3
Semester Credit Hours		14
Spring Semester		
CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
BIO 265	Genetics	4
BIO 265L	Genetics Lab	0
HIS 151	World History Since 1500	3
Social Perspectives		3
Philosophical Perspectives		3
Semester Credit Hours		17
Year 3		
Fall Semester		
BCH 325	Biochemistry I	3
BCH 326	Biochem and Enzymology I Lab	1
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 250L	Quantitative Analysis and Statistical Methods Lab	0
Foreign Language		3
Semester Credit Hours		15

Spring Semester

BCH 330	Biochemistry II	3
BCH 331	Biochemistry II Lab	1
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
Aesthetic Perspectives: Literature		3
Foreign Language		3
Elective Course ²		3
Semester Credit Hours		17

Year 4**Fall Semester**

CHE 305	Physical Chemistry I	3
BCH 490	Independent Study: Research and Creative Expression	3
Advanced Biochemistry Elective Course		1-4
Aesthetic Perspectives: Fine Arts		3
Elective Course ²		3
Semester Credit Hours		13-16

Spring Semester

Advanced Biochemistry Elective Course		1-4
BCH 490	Independent Study: Research and Creative Expression (Optional but suggested.)	1-4
Three Elective Courses ²		9
Semester Credit Hours		11-17
Total Credit Hours for Graduation		117-126

¹ Core course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or a minor.

Courses and Descriptions

BCH 225 Introduction to Organic and Biochemistry 4 Credits

An introductory course describing the basic principles of organic chemistry and biochemistry as they relate to human metabolism and disease. The nature of the chemical structure and reactivity of organic functional groups such as alcohols, aldehydes, ketones, carboxylic acids and amines will be presented with biological processes in mind. The biochemistry of the macromolecules DNA, RNA, proteins, carbohydrates and lipids will be discussed leading in to a discussion of some of the more important metabolic pathways. This course is intended for science majors who do not take the full two semester sequence of organic chemistry and two semesters of biochemistry and desire a background in biochemistry. Non-science major students who have had one semester of general chemistry and one semester of biology may also enroll in the course. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 120, CHE 121; BIO 115 or BIO 117. Corequisite(s): BCH 225L.

BCH 225L Introduction to Organic & Biochemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BCH 225.

BCH 325 Biochemistry I 3 Credits

Outlines the chemistry and biological function of carbohydrates, proteins, lipids, nucleic acids, vitamins, and enzymes, and introduces enzyme kinetics and biological energetics. Degradative metabolic pathways of carbohydrates and lipids, and their controlled interrelationships are discussed in detail.

Prerequisite(s): CHE 214.

BCH 326 Biochem and Enzymology I Lab 1 Credits

The laboratory work illustrates techniques and methods essential to the biochemist. Methods for quantification of proteins, purification of enzymes and determination of their kinetic parameters, polarimetry, and structure proof of carbohydrates. The lab must be taken concurrently with BCH 325 by biochemistry and biology majors, but is optional for others.

Prerequisite(s): CHE 123, CHE 214.

BCH 330 Biochemistry II 3 Credits

Continuation of Biochemistry I. Includes molecular analysis of biological membrane structure and function and a molecular level analysis of information flow from DNA through RNA to proteins. Other topics include mechanisms of hormone action and an expansion on metabolic concepts.

Prerequisite(s): BCH 325.

BCH 331 Biochemistry II Lab 1 Credits

Methods of protein analysis, building on techniques and principles learned in BCH 326. Students will use bioinformatics and molecular biological techniques, including PCR, to harness and change protein sequence. They will implement modern protein purification techniques, develop enzyme essays, and perform equilibrium binding assays to investigate the relationships among protein sequence, structure, and function.

Prerequisite(s): BCH 326, BIO 117.

BCH 425 Medicinal Chemistry 3 Credits

A comprehensive description of the important principles of medicinal chemistry including principles of rationale drug design with synthetic strategies, mechanisms of drug actions, structure-activity relationships, the absorption, distribution, metabolism and elimination of drugs. Specific classes of drugs to be discussed include: anticancer agents, analgesics, anti-inflammatory drugs, steroids, drugs acting on the nervous system and antibiotics.

Prerequisite(s): BCH 325 or permission of instructor.

BCH 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurement, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BCH 491 Internship in Biochemistry 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the students' overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Biology

Program Overview

Rider's biology major educates the next generation of scientists by providing students with a foundation in the life sciences that prepares them to join the workforce or attend professional or graduate school. Rider achieves this through small class size, inquiry-based laboratory experiences, and faculty dedicated to the teacher-scholar model of science education. Areas of professional and graduate study pursued by students in this major include medical, dental, and veterinary school; allied health programs such as optometry, podiatry, physical therapy, occupational therapy and nursing; programs leading to Ph.D. degrees in the life sciences; and programs in science education.

Graduates of the biology program have pursued their graduate studies at prestigious institutions such as John Hopkins University, Cornell University, Princeton University, University of North Carolina at Chapel Hill, University of Pennsylvania, Harvard University, Dartmouth College and The Scripps Research Institute, among others.

Bachelor of Science Curriculum Overview

The curriculum for biology majors is structured to prepare students for a life of learning in the sciences. Students are expected to master content, develop technical skills, analytical skills and competency in oral and written communication. Foundational courses in biology, chemistry, physics and mathematics prepare students for the rigor of upper-level courses in microbiology, evolutionary biology, developmental biology, immunology, physiology, plant biology, ecology and neurobiology. Capstone seminars allow students to explore one area of the life sciences in depth through exploration and analysis of original scientific literature. Rider's science faculty are research-oriented and encourage students to take advantage of opportunities to engage in independent research.

Bachelor of Arts Option

The curriculum described above is for a Bachelor of Science program. All students admitted to the College of Liberal Arts and Sciences seeking a biology degree will be enrolled in the B.S. program. However, there is the option to be enrolled in a Bachelor of Arts program in biology.

This program consists of 49-51 credits in the major and is designed for students who may desire a biology degree, but do not have a full eight semesters to commit to the program. Such students may be those enrolled in the College of Education and Human Services, transfer students or students choosing a second major. However, students may not choose the B.A. program in biology in addition to a closely-related B.S. program, such as Behavioral Neuroscience or Health Science.

Students in the College of Education and Human Services will automatically be enrolled in the B.A. program. Other students seeking to enroll in the Bachelor of Arts program in Biology must consult with the Chair of the Department of Biology, Behavioral Neuroscience and Health Sciences before being considered for this program.

Student Learning Outcomes

Graduates of the Biology major will be able to:

1. Explain foundational concepts in biological sciences.
2. Apply scientific methods of inquiry through testing of newly formed hypotheses with observation and experimentation.
3. Apply concepts from other disciplines in the analysis and interpretation of biological information.
4. Demonstrate the ability to locate, critically analyze, and communicate relevant scientific information.
5. Explain the ethical practice of scientific research and its societal applications.

Honors Programs

Honors in Biology

The objective of the honors program in biology is to introduce talented undergraduate majors to the methods of basic research in the biological sciences. For consideration a student must have a 3.25 average at the end of their junior year. In the senior year, participating students must complete an independent research project and present a written honors thesis. At graduation a student who has a 3.25 cumulative average, a 3.5 average in biology courses, and who has completed an acceptable honors thesis will be awarded Honors in Biology.

Beta Beta Beta Biological Honor Society

"Tri-Beta" is a national honor society affiliated with the American Association for Advancement of Science and the American Institute of Biological Sciences. Invitations for membership are extended to majors in the life sciences who have demonstrated superior academic achievement. Students are usually invited to join in their sophomore year when they have accumulated 12 credits in the sciences. Active membership is available to those with an overall grade point average of at least 2.8, and at least 3.0 in their science courses. The benefits of membership include academic recognition; a subscription to the journal *Bios*, to which members may submit research articles; opportunities to present papers at conventions; and research awards. Biology and behavioral neuroscience majors should make membership in *Tri-Beta* one of their goals.

Pre-medical and Pre-allied Health Advising Programs

The premedical studies and pre-allied health advising programs assist students with academic and extra-curricular planning required to become competitive applicants for programs in the health professions. Rider University offers students with baccalaureate degrees the opportunity to take the undergraduate science course prerequisites for medical, dental, veterinary or graduate school. For more information, visit the Premedical Studies (p. 176) page.

Degree Offered

- B.S. in Biology
- B.A. in Biology

- Minor in Biology

Contact

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Professor and Chairperson

Science Hall 339D

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Program Website: Biology, Behavioral Neuroscience, and Health Science
(<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)

Associated Department: Department of Biology, Behavioral Neuroscience, and Health Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)

Related Programs

- Behavioral Neuroscience (p. 308)
- Biochemistry (p. 312)
- Chemistry (p. 322)
- Environmental Science (p. 372)
- Health Sciences (p. 440)
- Integrated Science and Math (p. 452)
- Marine Science (p. 477)
- Mathematics (p. 484)

Requirements for the Biology B.S. Major

Requirements for the Biology B.A. Major

Course Repeat Policy (p. 317)

Biology B.S. Requirements

(62-63 credits)

Code	Title	Credits
General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Both of these foundational courses:		
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab ¹	4
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab ¹	4
Select five courses, one of which must be from each group listed below:		20
Group I		
BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	4
BIO 321 & 321L	Microbiology and Microbiology Lab	
BIO 335 & 335L	Modern Plant Biology and Modern Plant Biology Lab	
BIO 340 & 340L	Evolutionary Biology and Evolutionary Biology Lab	

BIO 350 & 350L	General Ecology and General Ecology Lab	4
BIO 372 & 372L	Behavior of Marine Organisms: Evolutionary Approach and Beh Mar Org: Evol Apprch Lab	
MAR 325 & 325L	Marine Vertebrates and Marine Vertebrates Lab	
Group II		
BIO 215 & 215L	Medical Microbiology and Microbiology Lab	4
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	
BIO 265 & 265L	Genetics and Genetics Lab	
BIO 300 & 300L	Developmental Biology and Developmental Biology Lab	4
BIO 305 & 305L	Vertebrate Physiology and Vertebrate Physiology Lab	
BIO 370 & 370L	Immunology and Immunology Lab	
BNS 275 & 275L	Behavioral Neuroscience and Behavioral Neuroscience Lab	4
BNS 310 & 310L	Neurobiology and Neurobiology Lab	
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	4
BCH 325 & BCH 326	Biochemistry I and Biochem and Enzymology I Lab	

Mathematics		
Select two of the following:		7-8
MTH 105	Algebra and Trigonometry ²	4
MTH 210	Calculus I ²	
MTH 211	Calculus II ²	
BNS 250	Biostatistics (plus lab) ²	
or ENV 200	Statistical and Computer Applications in the Natural Sciences	4
or MTH 120	Intro to Applied Statistics	
Chemistry ¹		
CHE 120 & CHE 121	Principles of Chemistry and Principles of Chemistry Lab	4
CHE 122 & CHE 123	Intro to Chemical Systems and Quantitative Methods Lab	4
CHE 211 & 211L	Organic Chemistry I and Organic Chem I Lab	4
CHE 214 & 214L	Organic Chemistry II and Organic Chemistry II Lab	4
Physics		
PHY 100 & 100L	Principles of Physics I and Principles of Physics I Lab	4
or PHY 200 & 200L	General Physics I and General Physics I Lab	4
PHY 101 & 101L	Principles of Physics II and Principles of Physics II Lab	

or PHY 201 & 201L	General Physics II and General Physics II Lab	
Senior Capstone Seminar		3
Select one of the following:		
BIO 400	Seminar in Cellular and Molecular Biology	
BIO 420	Seminar in Organismal Biology	
BIO 416	Bioinformatics	
BIO 450	Seminar in Ecology & Evolution	
Total Credits		62-63

- ¹ Students must earn a grade of "C" or better in these courses in order to meet the major requirement and before enrolling in upper-level courses for which these courses are prerequisites.
- ² Students must place into MTH 105 Algebra & Trigonometry or higher level mathematics in order to register for BIO 115 and BIO 116.

Biology B.A. Requirements

(49-51 credits)

Code	Title	Credits
Requirements for the Major:		
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab	4
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	4
BIO 265 & 265L	Genetics and Genetics Lab	4
BIO 350 & 350L	General Ecology and General Ecology Lab	4
Select one upper-level elective from the following:		4
BIO 215 & 215L	Medical Microbiology and Microbiology Lab	
BIO 221 & 221L	Human Anatomy & Physiology I and Human Anatomy & Physiology I Lab	
BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	
BIO 300 & 300L	Developmental Biology and Developmental Biology Lab	
BIO 305 & 305L	Vertebrate Physiology and Vertebrate Physiology Lab	
BIO 335 & 335L	Modern Plant Biology and Modern Plant Biology Lab	
BIO 340 & 340L	Evolutionary Biology and Evolutionary Biology Lab	
BIO 370 & 370L	Immunology and Immunology Lab	
BIO 372 & 372L	Behavior of Marine Organisms: Evolutionary Approach and Beh Mar Org: Evol Apprch Lab	
BCH 325 & BCH 325L	Biochemistry I and	
BNS 272 & BNS 272L	and	

BNS 310 & 310L	Neurobiology and Neurobiology Lab	
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	
Senior Capstone:		1-3
Select one of the following:		
BIO 400	Seminar in Cellular and Molecular Biology	
BIO 490	Independent Study: Research and Creative Expression	
Or 1 credit research contract in an upper level course		
Required Courses:		16
MTH 105 or MTH 210	Algebra and Trigonometry ¹ Calculus I	
BNS 250 or MTH 210	Biostatistics ¹ Calculus I	
CHE 120 & CHE 121	Principles of Chemistry and Principles of Chemistry Lab	
CHE 122 & CHE 123	Intro to Chemical Systems and Quantitative Methods Lab	
Select one of the following:		4
BCH 225 & 225L	Introduction to Organic and Biochemistry and Intro to Organic & Biochm Lab	
CHE 211 & 211L	Organic Chemistry I and Organic Chem I Lab	
Select one of the following:		4
PHY 100 & 100L	Principles of Physics I and Principles of Physics I Lab	
PHY 200 & 200L	General Physics I and General Physics I Lab	
Total Credits		49-51

- ¹ MTH 210 can be taken only once to satisfy the mathematics requirement for this major.

Department of Biology, Behavioral Neuroscience, and Health Sciences Course Repeat Policy

The following guidelines apply to courses offered by the Department of Biology, Behavioral Neuroscience, and Health Sciences. Students may not repeat any biology (BIO), behavioral neuroscience (BNS) or health sciences (HSC) course without special permission. A course will be considered repeated if the student has previously earned a letter grade in the course, or if the student has previously withdrawn from the course during Withdrawal II or Withdrawal III. If a student wishes to retake a biology, behavioral neuroscience or health science course, written permission must be obtained from the departmental chair before the registrar will allow the student to enroll in that course.

Requirements for the Minor ¹

(20 credits)

Code	Title	Credits
Both of these foundational courses		

BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab ^{2, 3}	4
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab ^{2, 3}	4
Three courses, at least one from each group listed below:		12
Group I		
BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	
BIO 321 & 321L	Microbiology and Microbiology Lab	
BIO 335 & 335L	Modern Plant Biology and Modern Plant Biology Lab	
BIO 340 & 340L	Evolutionary Biology and Evolutionary Biology Lab	
BIO 350 & 350L	General Ecology and General Ecology Lab	
BIO 372 & 372L	Behavior of Marine Organisms: Evolutionary Approach and Beh Mar Org: Evol Apprch Lab	
Group II		
BIO 215 & 215L	Medical Microbiology and Microbiology Lab	
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	
BIO 265 & 265L	Genetics and Genetics Lab	
BIO 300 & 300L	Developmental Biology and Developmental Biology Lab	
BIO 305 & 305L	Vertebrate Physiology and Vertebrate Physiology Lab	
BIO 370 & 370L	Immunology and Immunology Lab	
BNS 310 & 310L	Neurobiology and Neurobiology Lab	
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
BNS 375 & 375L	Neuroethology: Circuits of Behavior and Neuroethology Lab	
Total Credits		20

¹ Not available to Behavioral Neuroscience, Biochemistry, Health Sciences or Science Education majors.

² Students must earn a grade of "C" or better in this course to meet the major requirements and before enrolling in upper-level courses for which these courses are prerequisites.

³ Students must place into MTH 105 Algebra & Trigonometry or higher level mathematics in order to register for BIO 115 and BIO 116.

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
MTH 105	Algebra and Trigonometry ¹	4
CMP 120	Expository Writing ¹	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab	4
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
MTH 210 or BNS 250/BNS 250L	Calculus I or Biostatistics	4
CMP 125	Research Writing	3
Semester Credit Hours		15
Year 2		
Fall Semester		
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	4
CHE 211 & 211L	Organic Chemistry I and Organic Chemistry I Lab	4
HIS 150	World History to 1500	3
Social Perspectives		3
Semester Credit Hours		14
Spring Semester		
BIO 265 & 265L	Genetics and Genetics Lab	4
CHE 214 & 214L	Organic Chemistry II and Organic Chemistry II Lab	4
HIS 151	World History Since 1500	3
Social Perspectives		3
Semester Credit Hours		14
Year 3		
Fall Semester		
BIO 265 or higher BIO/BNS Course & Lab (3 of 5)		4
Choose either sequence		4
PHY 100 & 100L	Principles of Physics I and Principles of Physics I Lab ³	
OR		
PHY 200 & 200L	General Physics I and General Physics I Lab	
Foreign Language		3
Aesthetic Perspectives: Literature		3
Semester Credit Hours		14
Spring Semester		
BIO 265 or higher BIO/BNS Course & Lab (4 of 5)		4

Foreign Language	3
Select one of the following:	4
PHY 101 Principles of Physics II & 101L and Principles of Physics II Lab	
PHY 201 General Physics II	
Aesthetic Perspectives: Fine Arts	3
Philosophical Perspectives	3
Semester Credit Hours	17
Year 4	
Fall Semester	
BIO 265 or higher BIO/BNS Course & Lab (5 of 5)	4
BIO 400 Seminar in Cellular and Molecular Biology	3
Three Elective Courses ²	9
Semester Credit Hours	16
Spring Semester	
Five Elective Courses ²	15
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For course placement information please visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ Natural and Physical Sciences and Mathematics Core requirements are included in the major.

Courses and Descriptions

BIO 100 Life Science 3 Credits

An introductory course for non-science majors in which students develop an understanding of the nature of science and are introduced to foundational topics in the biological life sciences and how they relate to human affairs. The course may emphasize human evolution, genetics, aging, disease, reproduction, bioethics or other topics in biology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BIO 110 Life Science: Inquiry Approach 4 Credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 110L.

BIO 110L Life Science: Inquiry Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 110.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

BIO 206 The Pharmaceutical Industry 3 Credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major.

Prerequisite(s): BIO 100 or BIO 101 or BIO 106 or BIO 108 or BNS 107 or CHE 115.

BIO 210 Hospital Intern Program 2 Credits

An internship that provides students with the experience in the practical aspects of medicine. Major departments in the hospital such as the emergency room, operating room, clinic, radiology, and the laboratory will be open for student rotations. Field trips to various medical schools in the area will provide information on professional school educational opportunities available in the health professions.

Prerequisite(s): sophomore standing or above and permission of instructor.

BIO 215 Medical Microbiology 4 Credits

Biology of prokaryotes of medical interest with emphasis placed on diversity and host-pathogen interaction. Current research literature will be covered and presented by students. Methods of microbial identification are introduced in the laboratory and applied in the identification of mock clinical isolates. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course,

Corequisite(s): BIO 215L.

BIO 215L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 215.

BIO 221 Human Anatomy & Physiology I 4 Credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training. Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisite(s): HSC major ONLY or Permission of instructor. **Corequisite(s):** BIO 221L.

BIO 221L Human Anatomy & Physiology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** BIO 221.

BIO 222 Human Anatomy & Physiology II 4 Credits

A comprehensive survey of the organ systems of the body including special senses, cardiovascular, respiratory, digestive, excretory, reproduction and development. Physiological components include electrolytes, metabolism, nutrition, and the mechanisms of homeostasis and cell reception. Lab studies support lecture material through dissections, wet labs, computer-assisted learning, microscopy, and models. Assessment includes lab practicums, exams, and reports. Course emphasis supports allied health and pre-professional training. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisite(s): BIO 221. **Corequisite(s):** BIO 222L.

BIO 222L Human Anatomy & Phys II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Prerequisite(s): BIO 221L. **Corequisite(s):** BIO 222.

BIO 250 Field Natural History 4 Credits

Identification, life history, and interrelationships of plants and animals in natural landscapes of New Jersey. Field, lab, discussion and lecture exercises will prepare students to lead informative and safe nature walks. Nature writing and natural resources management also covered. Three lectures and one three-hour laboratory per week; most labs take place outdoors. Two Saturday field trips (laboratory time will be adjusted accordingly). Designed for education majors; does not satisfy requirements for the biology major. **Corequisite(s):** BIO 250L.

BIO 250L Field Natural History Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** BIO 250.

BIO 260 Principles of Biology: Evolution, Diversity, and Biology of Cells 4 Credits

Lectures and labs focus on basic cell biology. Cell diversity and function, genetics and biotechnology are emphasized. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115/115L and BIO 116/116L or BIO 115, BIO 117, (BNS 118 or BNS 275). **Corequisite(s):** BIO 260L.

BIO 260L Principle of Biology: Cells Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** BIO 260.

BIO 265 Genetics 4 Credits

A comprehensive course focusing on molecular, Mendelian, and population genetics. Topics covered will include molecular advances in the study of genetics, including genomics and bioinformatics; evolution and the effects of genetic mutations; the application of population genetics to forensic science; genetic problem solving, including genetic crosses and statistical analysis; and regulation of gene expression. The laboratory for this course will introduce students to commonly used genetic model organisms and basic molecular biology techniques. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course. **Corequisite(s):** BIO 265L.

BIO 265L Genetics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** BIO 265.

BIO 272 Intro to Marine Biology 3 Credits

Introduces students to the study of marine environments, emphasizing the diversity, ecology, and physiology of marine animals, algae, and plants. Aspects of the human impact on marine environments are also discussed. Prerequisite(s): BIO 115 or BIO 116 or BNS 118 and grade of "C" or better. **Corequisite(s):** BIO 272L.

BIO 272L Marine Biology Laboratory 1 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** BIO 272.

BIO 290 Special Topics in Biology 3 Credits**BIO 300 Developmental Biology 4 Credits**

Lectures and laboratories explore molecular, cellular, and genetic mechanisms of animal development. Aspects of gametogenesis, fertilization, induction, cytoplasmic determinants, morphogenetic movements, differentiation and developmental evolution are discussed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course. **Corequisite(s):** BIO 300L.

BIO 300L Developmental Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Corequisite(s):** BIO 300.

BIO 305 Vertebrate Physiology 4 Credits

Study of the principles and mechanisms of mammalian physiology. Topics include the nervous system, muscle physiology, cardiovascular physiology, respiration, gastrointestinal activity, renal function, and endocrine physiology. Lectures and laboratory exercises emphasize homeostatic mechanisms and organ-system interactions. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course. **Corequisite(s):** BIO 305L.

BIO 305L Vertebrate Physiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 305.

BIO 321 Microbiology 4 Credits

An introduction to the discipline of microbiology, with an emphasis on the biology of prokaryotes found in all the natural realms of our environment, including the oceans, soil, atmosphere, and extreme habitats. Emphasis will be placed on microbial diversity, fundamental microbial processes, and the continual interaction between microbes and the natural environment. Classical and modern methods of identification are introduced in the laboratory. Three hours of lecture and one three-hour lab per week. Some field trips are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 321L.

BIO 321L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 321.

BIO 335 Plant Biology 4 Credits

Biology of seed plants, including growth, development, and reproduction of flowering plants. Emphasis is placed on acclimation and adaptations demonstrating environmental influences on plant structure and function. Current literature involving molecular mechanisms of control will be discussed. Three hours of lecture and one three-hour lab per week. One Saturday field trip. Prerequisite(s): BIO 115, BIO 116, CHE 122.

Corequisite(s): BIO 335L.

BIO 335L Modern Plant Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 335.

BIO 340 Evolutionary Biology 4 Credits

Where did we come from? This course will explore the generation of biological diversity on earth. Course topics will include: the history of evolutionary thought; the different lines of evidence and fields of inquiry that bear on our understanding of evolution; selection vs. random changes in populations over time; speciation; extinction; the molecular basis of evolution; and evolutionary developmental biology. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) and BIO 265 with a grade of C or better in each course.

Corequisite(s): BIO 340L.

BIO 340L Evolutionary Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BIO 340.

BIO 350 General Ecology 4 Credits

An investigation of the processes that regulate the distribution of plants and animals throughout the biosphere. Relationships among species and their interactions with the environment are stressed. Quantitative analyses of experimental results and current research in basic and applied ecology are discussed. Laboratory activities explore conceptual models using both field activities and computer simulations. Three hours of lecture and one three-hour lab per week. One Saturday field trip (laboratory time will be adjusted accordingly). Prerequisite(s): BIO 115, BIO 116, with a grade of "C" or better in each course.

Corequisite(s): BIO 350L.

BIO 350L General Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 350.

BIO 370 Immunology 4 Credits

An introduction to the cells and molecules of the immune system with emphasis on recent advances. Topics include AIDS, autoimmunity, transplantation, and cancer. Readings from current journals will be discussed and presented by students. The laboratory will introduce current research techniques and then apply these to a research problem with critical analyses of the data generated. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course.

Corequisite(s): BIO 370L.

BIO 370L Immunology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 370.

BIO 372 Behavior of Marine Organisms: Evolutionary Approach 4 Credits

An examination of the underlying mechanisms and evolutionary causes of behavior, including habitat use, feeding, and mate choice, particularly in marine organisms. The laboratory will involve collecting, analyzing and interpreting field data and performing experiments in the lab using a variety of marine organisms including fish and crabs. Three hours of lecture and one three-hour lab per week. Some full-day field trips (usually on a weekend) are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 372L.

BIO 372L Behavior of Marine Organisms: Evolutionary Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 372.

BIO 390 Special Topics in Biology 4 Credits

This course will provide students the opportunity to deeply explore a specialized topic in the broad field of biological sciences. The course entails 3 hours of lecture and 3 hours of laboratory per week, and may satisfy upper-level biology course requirements for the Biology, Behavioral Neuroscience, and/or Health Sciences majors. Examples may include such topics as ornithology, ethnobotany, entomology, neuroelectrophysiology, or exercise physiology, among other possibilities. Prerequisite(s): BIO 115 + BIO 115L and BIO 116 + BIO 116L.

Corequisite(s): BIO 390L.

BIO 390L Special Topics in Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 390.

BIO 400 Seminar in Cellular and Molecular Biology 3 Credits

Critical analysis of the scientific literature pertaining to current topics in cell and molecular biology. Topics may include: genomics, regulation of gene expression, development, and molecular processes of disease. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) with a grade of C or better in each course, junior standing, and permission of instructor.

BIO 416 Bioinformatics 3 Credits

A comprehensive overview of relevant computer-based technologies used in genome research, DNA sequence analysis, and evolutionary biology. Will focus extensively on Internet resources and predictive algorithm usage for determining evolutionary relationships of organisms based on molecular evidence. Lectures will focus on terms and concepts frequently used in genomic and bioinformatic research, while computer labs will allow students to perform hands-on projects with actual DNA sequence data.

Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) with a grade of C or better in each course, junior standing, permission of instructor and BIO 265 recommended.

BIO 420 Seminar in Organismal Biology 3 Credits

Critical analysis of the scientific literature pertaining to current topics in physiology and organismal biology. Topics may include hormonal control of behavior, immune pathogen interactions, and other aspects of whole animal and/or plant biology. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course; junior standing, and permission of instructor.

BIO 450 Seminar in Ecology & Evolution 3 Credits

Critical analysis of the scientific literature pertaining to current topics in ecology and evolutionary biology. Ecology and evolution of terrestrial and aquatic systems may include scales of adaptation, mechanisms, or human impacts. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course; junior standing, and permission of instructor.

BIO 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BIO 491 Internship in Biology 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation. 2.5 GPA required.

Prerequisite(s): Permission of the instructor.

Chemistry B.S. / Chemistry B.A.

Program Overview

Students in the chemistry major will find themselves taking part in small classes that encourage close and frequent interaction between students and professors, helping to create a stimulating learning environment.

Students in this major are offered abundant research opportunities (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics/chemistry-biochemistry-student-research>) both during the academic year and during the summer months. Faculty are engaged in research projects which lend themselves to undergraduate participation. In tackling the challenge of advanced and independent laboratory work, students begin to understand the nature of science and the scientific method. Participation in research by all students is strongly encouraged,

as it builds a greater appreciation of the nature of their chosen field. The opportunity to perform independent research has motivated many students to continue their education either in an accredited graduate program or in a professional school in a number of medical fields.

Often, faculty and students jointly present their research results at national professional meetings, the Rider Independent Scholarly Research & Creative Activities Presentations (ISCAP) Day, or as written research papers submitted to scholarly journals.

The major has been approved by the American Chemical Society (ACS), which means that the program is nationally recognized as providing adequate experimental skills, oral and written communication skills, and knowledge that prepare students to be future professionals in the chemical sciences. Chemistry students at Rider University have challenging and engaging experiences in the five areas of chemistry: analytical, inorganic, organic, physical chemistry, and biochemistry.

Curriculum Overview

Core chemistry classes include one year of general chemistry, one year of organic chemistry, quantitative analysis, biochemistry, physical chemistry and inorganic chemistry. Students must also take calculus and general physics I and II. Advanced chemistry courses include biochemistry II, medicinal chemistry, physical organic chemistry, chemical bonding, and others. Students must also earn four lab credits from the following courses: biochemistry I lab, biochemistry II lab, advanced organic synthesis and spectroscopy, computational chemistry lab, and physical organic chemistry.

Degrees Offered:

- B.S. in Chemistry
- B.A. in Chemistry
- Minor in Chemistry

Contact

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Program Website: Chemistry (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics>)

Associated Department: Department of Chemistry, Biochemistry & Physics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics>)

Related programs:

- Biochemistry (p. 312)
- Physics (p. 499)

Requirements for the Chemistry B.S. Major (p. 322)

Requirements for the Chemistry B.A. Major

(Requirements for the Major (B.S.)(66 credits)

Code	Title	Credits
General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Core Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CHE 211	Organic Chemistry I	4
CHE 214	Organic Chemistry II	4
CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 305	Physical Chemistry I	3
CHE 315	Inorganic Chemistry	3
CHE 316	Inorganic Chemistry Laboratory	1
CHE 325	Physical Chemistry Laboratory	1
CHE 330	Instrumental Analysis Laboratory	2
BCH 325	Biochemistry I	3
Mathematics		12
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
Physics		8
PHY 200	General Physics I	
PHY 201	General Physics II	
Advanced Chemistry Courses		9
Select three of the following:		
BCH 330	Biochemistry II	
BCH 425	Medicinal Chemistry	
CHE 306	Physical Chemistry II	
CHE 320	Polymer Chemistry	
CHE 400	Chemical Bonding	
CHE 415	Special Topics in Chemistry	
CHE 420	Physical Organic Chemistry ¹	
Advanced Laboratory Courses		4
Select four lab credits from the following: ²		
BCH 326	Biochem and Enzymology I Lab	
BCH 331	Biochemistry II Lab	
CHE 350	Advanced Organic Synthesis	
CHE 375	Computational Chemistry Lab	
CHE 420L	Physical Organic Chemistry Lab ¹	
Total Credits		66

Notes:

- CHE 420 counts as a three credit course and one lab credit only.
- Lab courses count for one or two credits (see course descriptions).

Bachelor of Arts Option

The curriculum described above is for a Bachelor of Science program that is approved by the American Chemical Society (ACS) and carries with it a certification that graduates with the B.S. degree are recognized by the ACS. All students admitted to the School of Liberal Arts and Sciences seeking a chemistry degree will be enrolled in the B.S. program.

However, there is the option to be enrolled in a Bachelor of Arts program in chemistry. This program consists of 52 credits in the major and is designed for students who may desire a chemistry degree, but do not have a full eight semesters to commit to the program. Such students may be those enrolled in the School of Education, transfer students or students choosing a second major.

The B.A. in Chemistry does explore the five subdisciplines of chemistry and does have a laboratory component. However, the depth of student exploration in the chemical sciences is not sufficient enough to attain certification by the ACS.

Students in the School of Education will automatically be enrolled in the B.A. program. Other students seeking to enroll in the Bachelor of Arts program in Chemistry must consult with the Chair of the Department of Chemistry, Biochemistry & Physics before being considered for this program.

Requirements for the Major (B.A.)

(52 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Core Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CHE 211	Organic Chemistry I	4
CHE 214	Organic Chemistry II	4
CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 315	Inorganic Chemistry	3
CHE 305	Physical Chemistry I	3
BCH 325	Biochemistry I	3
Mathematics		8
MTH 210	Calculus I	
MTH 211	Calculus II	
Physics		8
PHY 200	General Physics I	
PHY 201	General Physics II	
Or		
PHY 100	Principles of Physics I	
PHY 100L	Principles of Physics I Lab	
PHY 101	Principles of Physics II	
PHY 101L	Principles of Physics II Lab	
Advanced Chemistry Course		3
Select one course from CHE or BCH at 300 or above		
Advanced Laboratory Courses		4
Laboratory courses from CHE or BCH at 300 or above. Some lab courses are 1-credit and some are 2-credit. See course descriptions for details.		
Total Credits		52

Chemistry Minor Requirements

(24 credits)

Code	Title	Credits
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
CHE 211	Organic Chemistry I	4
Select twelve elective credits (including two labs) from the following:		
Chemistry or biochemistry courses at the 200 level or above, six credits of which must be at the 300 level or above. At least one course must be taken in three of the five disciplines: organic chemistry, inorganic chemistry, biochemistry, physical chemistry and analytical chemistry		12
Total Credits		24

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
MTH 210	Calculus I ¹	4
CMP 120	Expository Writing ¹	3
HIS 150	World History to 1500	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		14
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
MTH 211	Calculus II	4
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Semester Credit Hours		14
Year 2		
Fall Semester		
CHE 211	Organic Chemistry I	4
CHE 211L	Organic Chemistry I Lab	0
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
MTH 212	Calculus III	4
Social Perspectives		3
Semester Credit Hours		15
Spring Semester		
CHE 214	Organic Chemistry II	4
CHE 214L	Organic Chemistry II Lab	0
PHY 201	General Physics II	4

PHY 201L	General Physics II Lab	0
Social Perspectives		3
Aesthetic Perspectives: Literature		3
Elective Course ²		3
Semester Credit Hours		17

Year 3

Fall Semester

CHE 250	Quantitative Analysis and Statistics Methods	4
CHE 250L	Quantitative Analysis and Statistical Methods Lab	0
CHE 305	Physical Chemistry I	3
Lab Elective Course		1-2
Foreign Language		3
Philosophical Perspectives		3
Semester Credit Hours		14-15

Spring Semester

CHE 330	Instrumental Analysis Laboratory	2
CHE 325	Physical Chemistry Laboratory	1
Advanced Elective Course		3
Foreign Language		3
Aesthetic Perspectives: Fine Arts		3
Elective Course ²		3
Semester Credit Hours		15

Year 4

Fall Semester

BCH 325	Biochemistry I	3
CHE 315	Inorganic Chemistry	3
CHE 316	Inorganic Chemistry Laboratory	1
Advanced Lab Course		1-2
Two Elective Courses ²		6
Semester Credit Hours		14-15

Spring Semester

Two Advanced Biochemistry or Chemistry Elective Courses		6
Advanced Lab Course		1-2
Three Elective Courses ²		9
Semester Credit Hours		16-17
Total Credit Hours for Graduation		119-122

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Note:

1. Math and Science general education requirements are included in the major.

Courses and Descriptions

CHE 100 Intro to College Chemistry 3 Credits

Open to all students, but designed primarily for those who wish to major in a science which requires chemistry but whose chemistry background is not sufficient to allow entrance into Chemistry 120. It focuses on the nomenclature used in chemistry including the symbols used to designate the chemical elements, the construction of chemical formulas, and the writing and balancing of chemical equations. Other topics will include interpreting the Periodic Table, the valences of the elements, the mole concept, and simple stoichiometry. In addition, chemical calculations involving units, scientific notation, significant figures, and the algebraic manipulations of simple equations will be included. Three hours of lecture per week. This course does not satisfy the requirements for the biochemistry or chemistry degree, but does satisfy the core requirements for liberal arts, education and business majors.

CHE 114 Chemistry in the Kitchen 4 Credits

Chemistry permeates aspects of our daily lives in which we are often unaware. In this course, students will learn the core tenets of chemistry including atomic and molecular structure, bonding, intermolecular and macromolecular interactions, and chemical reactivity, and will personally investigate these properties in the context of cooking, baking, metabolism, and other kitchen-related activities. This 4-credit course will include a weekly 3-hour lab in which students will perform experiments that allow them to prepare dishes that illustrate key chemical concepts. As part of the course, students will collaborate with the Trenton Area Soup Kitchen to prepare and serve food to the community, as well as share their understanding about the chemical properties that are involved in the development of various dishes. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): CHE 114L.

CHE 114L Chemistry in the Kitchen Lab 0 Credits

This is the laboratory portion of CHE 114.

Corequisite(s): CHE 114.

CHE 115 Chem and Contemporary Society 3 Credits

Designed to give the nonscientist an appreciation of the role of chemistry in today's world. The approach is conceptual rather than mathematical. Topics include basic principles of chemical theory, energy sources, elementary organic chemistry, drugs, food additives, polymers, chemistry of living systems, inorganic solids in modern technology, and problems involving pollution of the environment. Three hours of lecture per week. This course satisfies the core requirements for liberal arts, education and business majors.

CHE 118 Exploration of Chemical Principles 4 Credits

A one-semester introduction to the principles of chemical sciences. Students will utilize inquiry-based learning methods to examine contextual problems as a means to explore introductory models and concepts of chemistry. Students will also gain an understanding of how scientific models are used to explain experimental observations. The laboratory component of this course is designed to provide students with an experimental context within which to develop some of the models described in the classroom. Three hours of lecture and one three-hour lab per week.

CHE 118L Exploration of Chemical Principles Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 118.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. Prerequisite(s): High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. Prerequisite(s): CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. Prerequisite(s): CHE 121.

Corequisite(s): CHE 122.

CHE 211 Organic Chemistry I 4 Credits

The structure, chemical properties, and methods of preparation of the more important classes of carbon compounds are studied, with an emphasis on the relationship of structure, stereochemistry, and conformation to chemical reactivity. The preparation and reactivity of organic functional groups is introduced. The use of infrared and nuclear magnetic resonance spectroscopy, and mass spectrometry for elucidating structures of organic molecules is discussed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 122, CHE 123.

Corequisite(s): CHE 211L.

CHE 211L Organic Chemistry I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 211.

CHE 214 Organic Chemistry II 4 Credits

A continuation of Chemistry 211, emphasizing the mechanism of organic reactions, structural interpretations of properties, preparations, reactivity and identification of organic compounds. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 211.

Corequisite(s): CHE 214L.

CHE 214L Organic Chemistry II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 214.

CHE 250 Quantitative Analysis and Statistics Methods 4 Credits

This course will provide a deeper exploration of topics in chemistry that are steeped in numerical analysis. These topics include advanced analysis of equilibrium systems, acid-base systems and electrochemical systems. Additional detail will be given to methods of chemical measurement, statistical methods of data analysis and determination of data validity and reliability. Both lecture and laboratory will show an emphasis on using computer-based tools to analyze experimental data. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 122, CHE 123, MTH 210.

Corequisite(s): CHE 250L.

CHE 250L Quantitative Analysis and Statistical Methods Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 250.

CHE 305 Physical Chemistry I 3 Credits

The mathematic and conceptual foundations of physical chemistry will be introduced with an over-arching theme of determination of energy allocation within atomic and molecular systems. Topics will include determination and measurement of energy states in atoms and molecules, simple quantum mechanical systems, distribution of energies and the connection to thermodynamic quantities, the three laws of thermodynamics, spontaneity, equilibrium and experimental kinetics.

Prerequisite(s): CHE 214, MTH 211, PHY 201.

CHE 306 Physical Chemistry II 3 Credits

Physical chemistry concepts are explored in more detail with emphasis on examination of systems that require multiple models in physical chemistry to explain. Topics will include, kinetic theory and transition state theory, statistical mechanics and its connections to thermodynamic functions, temperature dependence of spontaneity and equilibrium, the thermodynamics of condensed phases and multi-component equilibria, electrochemistry, multi-electron quantum mechanical systems, approximations in quantum mechanics, symmetry and advanced molecular spectroscopy.

Prerequisite(s): CHE 305, MTH 212.

CHE 315 Inorganic Chemistry 3 Credits

The periodic table as a tool for predicting the physical and chemical properties of chemical systems is developed and examined in conjunction with various theories of bonding, including valence bond, molecular orbital, valence shell electron repulsion, and ligand field theory. Emphasizes structure of crystalline solids, coordination compounds, reaction mechanisms, and structure-property relationships. Three hours of lecture per week.

Prerequisite(s): CHE 214.

CHE 316 Inorganic Chemistry Laboratory 1 Credits

Students will explore a variety of synthetic methodologies for the growth of inorganic molecular systems, and solid-state materials. A transition metal or main group metal plays a central structural role in all systems that will be examined. Modern analytical methods will be applied to characterize synthesis products, such as FT-IR spectroscopy, polarimetry, NMR, and powder X-ray diffraction analysis.

Prerequisite(s): CHE 315 or as corequisite.

CHE 320 Polymer Chemistry 3 Credits

Designed to acquaint students with the structure and properties of polymers, the contrast between small molecules and polymers, methods of measuring molecular weight, the mechanism of polymerization, and the methods of fabricating polymers.

Prerequisite(s): CHE 214, CHE 305 or CHE 306.

CHE 325 Physical Chemistry Laboratory 1 Credits

Measurements are made of physical properties of molecules and chemical dynamical processes. These measurements will be used to develop models which explain the physical chemical nature of the systems under examination. Experiments will utilize various instrumental techniques such as infrared spectrometry, nuclear magnetic resonance, fluorescence and UV/Vis spectrometry. One three-hour lab per week.

Prerequisite(s): CHE 250, CHE 305.

CHE 330 Instrumental Analysis Laboratory 2 Credits

This course is designed to give students practical experience using modern analytical instrumentation and to provide students with the background theory and principles of operation. The instrumental methods introduced in this course include: ultraviolet and visible spectroscopy, atomic emission spectroscopy, gas chromatography (GC), high performance liquid chromatography (HPLC), X-ray powder diffraction analysis and electrochemical analysis. This experimental laboratory course meets two times per week with three hours for each session. One session will be focused on instrumentation background theory and discussion and the other session will be experimental practice.

Prerequisite(s): CHE 214, CHE 250, PHY 201.

CHE 350 Advanced Organic Synthesis 2 Credits

The first of four experimental chemistry labs designed for chemistry majors. It presents the use of modern techniques, and instrumentation in organic chemistry, including distillation, chromatography, infrared, ultraviolet, nuclear magnetic spectroscopy, and mass spectrometry. Two three-hour labs per week.

Prerequisite(s): CHE 214.

CHE 375 Computational Chemistry Lab 2 Credits

This course will provide students with a means to explore various methods in computational chemistry. Basic computational methods will be developed from first principles and these methods will then be tested using various modeling and computational software packages. Methods will include, but are not limited to, molecular mechanics, semi-empirical molecular orbital calculations, ab initio methods, and density functional calculations. Students will be exposed to various computational software packages and the strengths and limitations of each methodology will be explored. The course will meet in a computer laboratory for two for three-hour lab periods a week.

Prerequisite(s): CHE 305.

CHE 400 Chemical Bonding 3 Credits

The effects of the chemical bond on the structure and properties of molecules are investigated. Molecular orbital theories of bonding are introduced. Emphasis is placed on group theoretical methods utilizing molecular symmetry to simplify the description of the electronic structure of molecules and to predict their geometric structures and reactivity. Three hours of lecture per week.

Prerequisite(s): CHE 305, MTH 212.

CHE 415 Special Topics in Chemistry 3 Credits

An advanced level of one or more areas of modern chemistry. Emphasis on research and the literature of an area of current importance. Three hours of lecture per week.

CHE 420 Physical Organic Chemistry 4 Credits

In-depth studies of the methods for elucidating mechanisms of organic reactions for students who have completed one year of organic chemistry and physical chemistry. Topics include conformational analysis, linear free energy relationships, frontier molecular orbital theory, transition state theory, and chemical reaction kinetics. Isotopic scrambling, kinetic isotope effects, NMR and IR spectroscopy, polarimetry, and ultraviolet-visible spectrophotometry will be employed to investigate these concepts. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): CHE 214, CHE 305.

Corequisite(s): CHE 214L.

CHE 420L Physical Organic Chemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 420.

CHE 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

CHE 491 Internship in Chemistry 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in a private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the students' overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Chinese

Program Overview

A minor in Chinese offers students the opportunity to receive a practical grounding in the Chinese language and culture through a challenging curriculum which may include study abroad. In addition, our language, literature, film and culture courses prepare students to understand cultural diversity abroad and at home, to appreciate their own language and culture, and to gain global awareness. An individual fluent in another language acquires insight into the world in which we live. Advanced foreign language skills, combined with an international perspective and intercultural expertise, position our students for productive careers in the global and multicultural marketplaces of the 21st century. Faculty engagement in research and teaching excellence combines with our unique "accent on the individual" through advisement and co-curricular opportunities to create a challenging yet supportive atmosphere in which students can realize their potential.

A minor in Chinese will complement many degree programs in business, education, music and the liberal arts.

Students in the Chinese minor at Rider acquire an international perspective and a special intercultural sensitivity. Advanced foreign

language skills combined with intercultural expertise increase the employment prospects of our students in the global market place.

Honors Program in Languages, Literatures and Cultures

The department faculty will identify prospective honors students at the earliest possible moment and offer them challenges and encouragement to develop to their highest potential. A student who has a 3.25 cumulative average and a 3.5 average in the major may be invited by the department, upon recommendation of a faculty member, to become a candidate for the honors program. Students should submit to the chairperson of the department, early in their sixth semester (March 15 or October 15), an Independent Research and Study (490) project form signed by a faculty sponsor. Applicants enroll in the 490 appropriate for their language in their seventh or eighth semester, and they are expected to develop their thesis or capstone project proposal and begin working on it over the prior summer. A substantive research project should be presented no later than April 15 or November 15 before a committee made up of the thesis advisor and other appropriate faculty members. Honors in languages, literatures and cultures are granted upon the successful completion and defense of the thesis or capstone project and the recommendation of the faculty of the particular language. Students who are education majors and complete their teaching practicum in their final semester should plan to complete the thesis/capstone project in their seventh semester. Non-education students may complete it in the final semester of the senior year.

Degree Offered

- Minor in Chinese

Contact

Daria Cohen, Ph.D.

Professor and Chairperson

Fine Arts 383

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Program Website: Chinese (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Associated Department: Department of Languages, Literatures and Cultures (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Related Programs

- French (p. 405)
- Spanish (p. 552)
- Chinese and Asian Areas Studies (p. 329)

Note: Students must receive a grade of "C" or better in courses required for the major or minor in the department. If a student receives a grade lower than "C" in a required course, the student must meet with his/her academic advisor to discuss the appropriate action that must be taken to remedy the situation.

Some of the requirements for the minor may be met by Study Abroad, upon agreement by the department. Students must enroll in at least one upper level course upon completion of a Study Abroad program.

Requirements for the Chinese Minor

(18 Credits)

Code	Title	Credits
Chinese		
CHI 101	Chinese II ¹	3
CHI 200	Chinese III ¹	3
CHI 201	Chinese IV ¹	3
Select three of the following:		9
CHI 300	Advanced Chinese Reading and Composition	
CHI 307	Images of Women in Chinese Literature and Film	
CHI 310	Chinese Culture and Civilization	
CHI 311	Calligraphy As a Window to Chinese Language and Culture	
CHI 490	Independent Study: Research and Creative Expression	
CHI 500	Democracy, Revolution/Reform and Literary Movement in Modern China	
Total Credits		18

¹ If original placement test is determined to be above these courses, 300- or 400- level courses may be taken instead.

Courses and Descriptions

CHI 100 Chinese I 3 Credits

This course is designed to foster mastery of the basic skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 101, the course provides a thorough foundation in basic Chinese grammar. Students will have opportunities to work extensively with audio and/or video tapes, computer language programs and above all, students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): placement test if Chinese has been studied elsewhere.

CHI 101 Chinese II 3 Credits

A continuation of Chinese 100. This course continues to foster mastery of the basic skills of Mandarin Chinese: speaking, listening, reading and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 100, the course provides a thorough foundation in basic Chinese grammar. Students will have opportunities to work extensively with audio and/or video tapes, computer language programs and above all, students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): Chinese 100 or placement test.

CHI 200 Chinese III 3 Credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 201, the course provides intermediate-level Chinese grammar, vocabulary and cultural knowledge through the use of film clips, simple newspaper articles, Internet, and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CHI 101 or placement test.

CHI 201 Chinese IV 3 Credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading and writing. The focus is on communicative competency and accuracy. Together with Chinese 200, the course provides intermediate-level Chinese grammar, vocabulary, and cultural knowledge through the use of film clips, simple newspaper articles, Internet and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CHI 200 or placement test.

CHI 300 Advanced Chinese Reading and Composition 3 Credits

This course develops Chinese reading and writing skills within a cultural context and aided by a systematic review and expansion of grammar and vocabulary. Using literary, journalistic, business and other sources, students learn various writing discourses and their Chinese variants including narration, description, exposition, and journalistic, business documentation and letter writing. Some translation is used to encourage linguistic analysis. Interviews with Chinese foreign nationals, Chinese Americans, and working with students from China enhance the cultural understanding of students necessary for meaningful reading and writing.

Prerequisite(s): CHI 201 or placement test.

CHI 307 Images of Women in Chinese Literature and Film 3 Credits

This course will introduce students to the (change of) status of women in China through literature and film. Students will explore the rich Chinese literary traditions and examine how the images of women are represented by both male and female writers/directors in fiction and film of different historical periods. In the process of such exploration and examination, students will also examine how the literary movements and their historical, social, cultural and political contexts shape, and are shaped by, each other. They will learn to understand how diverse the experiences of Chinese women are. While students will be exposed to both classic and modern/contemporary literary traditions, the focus will be on the latter, such as May 4th New Culture Movement, Maoist revolutionary literature, (Post-Mao) wound literature, Root-Searching literature, etc. Classes are in English.

CHI 310 Chinese Culture and Civilization 3 Credits

This course introduces students to the history, people and culture of China. They will explore China's powerful dynasties and empire and their cultural and aesthetic achievements, and will learn about nationalism, Mao's revolutionary communism. They will study China's religions, calligraphic, pictorial and ceramic traditions, literature, Chinese opera and cinema. Through an examination of Chinese customs, students will gain an appreciation of social relationships and cultural practices. No knowledge of Chinese language is required.

CHI 311 Calligraphy As a Window to Chinese Language and Culture 3 Credits

This course provides students with a chance to gain an intimate knowledge of Chinese language and culture through calligraphy. Students will learn the basic principles and techniques of writing Chinese characters with the writing brush. They will be introduced to the pronunciation, the composition and evolution of Chinese characters so that they will be able to read and understand what they write. Students will also learn how calligraphy is immersed in various aspects of Chinese culture. The main content of the course derives from examining applications of calligraphy to poetry, painting, and core concepts of Confucianism, Daoism and Buddhism. They will have a chance to cross time and space, having dialogues with Confucius, experiencing Buddhist bliss of final “awakening” or “enlightenment” and abandoning themselves to the Daoist spontaneous flow with the movement of Nature and the cosmos. No knowledge of Chinese language is required.

CHI 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

CHI 500 Democracy, Revolution/Reform and Literary Movement in Modern China 3 Credits

This course will exam representative works in modern and contemporary Chinese literature from the May 4th period to the “Red Classics Era” or Communist/ Maoist literature, to various Post-Cultural Revolution literary movements, situating them in their social, political, and historical contexts, exploring them as an imaginary space where various cultural and political values are contested, a space where modern Chinese identity is defined and redefined, and a space against which the trajectory of China’s search for democracy and modernization is mapped. The literary movements that will be examined are: May 4th Literary Movement at the beginning of the 20th century; Maoist / Communist Literature from 1949 to the Great Cultural Revolution (1966-1976); Wound Literature from late 1970s to early 1980s; Root-searching literature from mid 1980s to the late 1980s; Postmodern Play Literature and Reform Literature from 1990s to the present.

Chinese and Asian Area Studies

Program Overview

Chinese and Asian area studies is a multi-disciplinary minor that aims to provide students with a complex and interrelated knowledge base from which to understand China as a historical and cultural entity. The minor incorporates the study of language, the humanities and the social sciences. Students are encouraged to incorporate study abroad in their program and can complete the minor with an independent research project.

The minor, drawing on the breadth and strengths of departments in the Liberal Arts, will guide students into the field systematically through course work and education abroad opportunities as well as co-curricular activities such as lectures, symposia, colloquia, film festivals, and other events that will help students understand the matrix of Chinese culture. Students will come to understand China in its geographic, topographical

and climatological richness; its linguistic, demographic, social, and other cultural formations; and its national and regional, social and political developments. Each student will work with an adviser to help them create a set of courses that provides a system and structure to the student’s academic development.

Minor Offered

- Minor in Chinese and Asian Area Studies

Contact

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Associate Professor

Fine Arts 345

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Program Website: C (<http://www.rider.edu/foreignlanguages>)hinese and Asian Studies (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/area-studies/chinese-asian-area-studies>)

Associated Department: Department of Languages, Literatures and Cultures (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Related Programs

- French (p. 405)
- Spanish (p. 552)

Chinese and Asian Area Studies Minor Requirements

(24 credits)

Code	Title	Credits
Chinese Language ¹		
CHI 200 & CHI 201	Chinese III and Chinese IV	6
Gateway Course		
CHI 310	Chinese Culture and Civilization	3
Area-specific Courses		
Select four or five courses from at least three disciplines and no more than two courses from any one discipline:		12-15
CHI 150	Chinese Culture and Basic Language	
CHI 300	Advanced Chinese Reading and Composition	
CHI 307	Images of Women in Chinese Literature and Film	
CHI 311	Calligraphy As a Window to Chinese Language and Culture	
COM 352	Chinese and American Intercultural Commu	
HIS 286	Modern East Asia	
HIS 341	China in Revolution	
HIS 342	Women in East Asia	
PHL 207	Asian Philosophy	
PHL 358	Chinese Philosophy	
POL 218	Asian Political Systems	
POL 267	Chinese Politics	
POL 366	Communist Systems: Politics and Policies	

SOC 341	Developing Societies
Total Credits	24

¹ Students who place out of CHI 200 must take CHI 201 and one additional Chinese language course at the 300 or 400 level. Students who place out of CHI 200 and CHI 201 must complete one Chinese language course at the 300 or 400 level.

Notes:

1. Study Abroad or domestic experience within a Chinese linguistic context or business environment - study, service-learning or internships - may meet some of the minor requirements upon consultation with the student's advisor. Students must take at least one course in the Chinese and Asian Area Studies Minor upon completion of Study Abroad or a domestic experience as described above.
2. Independent Research and Study courses and Baccalaureate Honors courses may be substituted in consultation with the Area Studies Program director.
3. Students must receive a grade of "C" or better in courses required for the major or minor in the department. If a student receives a grade lower than "C" in a required course, the student must meet with his/her academic advisor to discuss the appropriate action that must be taken to remedy the situation.

Courses and Descriptions

CHI 150 Chinese Culture and Basic Language 3 Credits

This course integrates beginning-level functional Mandarin Chinese language skills acquisition with the knowledge of Chinese business practices and culture as well as hands-on information and strategies for successful inter-cultural encounters. Students gain practical basic language skills through classroom practice and the use of audio/video and computer materials. Readings, films, documentaries and lectures in English by members of the business community enable students to integrate language acquisition with practical cultural knowledge and cross-cultural awareness. Examination of Chinese customs highlights social relationships and cultural practices. No knowledge of Chinese language is required. This course does not fulfill the SLAS foreign language requirement.

CHI 200 Chinese III 3 Credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 201, the course provides intermediate-level Chinese grammar, vocabulary and cultural knowledge through the use of film clips, simple newspaper articles, Internet, and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CHI 101 or placement test.

CHI 201 Chinese IV 3 Credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading and writing. The focus is on communicative competency and accuracy. Together with Chinese 200, the course provides intermediate-level Chinese grammar, vocabulary, and cultural knowledge through the use of film clips, simple newspaper articles, Internet and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CHI 200 or placement test.

CHI 300 Advanced Chinese Reading and Composition 3 Credits

This course develops Chinese reading and writing skills within a cultural context and aided by a systematic review and expansion of grammar and vocabulary. Using literary, journalistic, business and other sources, students learn various writing discourses and their Chinese variants including narration, description, exposition, and journalistic, business documentation and letter writing. Some translation is used to encourage linguistic analysis. Interviews with Chinese foreign nationals, Chinese Americans, and working with students from China enhance the cultural understanding of students necessary for meaningful reading and writing.

Prerequisite(s): CHI 201 or placement test.

CHI 307 Images of Women in Chinese Literature and Film 3 Credits

This course will introduce students to the (change of) status of women in China through literature and film. Students will explore the rich Chinese literary traditions and examine how the images of women are represented by both male and female writers/directors in fiction and film of different historical periods. In the process of such exploration and examination, students will also examine how the literary movements and their historical, social, cultural and political contexts shape, and are shaped by, each other. They will learn to understand how diverse the experiences of Chinese women are. While students will be exposed to both classic and modern/contemporary literary traditions, the focus will be on the latter, such as May 4th New Culture Movement, Maoist revolutionary literature, (Post-Mao) women literature, Root-Searching literature, etc. Classes are in English.

CHI 310 Chinese Culture and Civilization 3 Credits

This course introduces students to the history, people and culture of China. They will explore China's powerful dynasties and empire and their cultural and aesthetic achievements, and will learn about nationalism, Mao's revolutionary communism. They will study China's religions, calligraphic, pictorial and ceramic traditions, literature, Chinese opera and cinema. Through an examination of Chinese customs, students will gain an appreciation of social relationships and cultural practices. No knowledge of Chinese language is required.

CHI 311 Calligraphy As a Window to Chinese Language and Culture 3 Credits

This course provides students with a chance to gain an intimate knowledge of Chinese language and culture through calligraphy. Students will learn the basic principles and techniques of writing Chinese characters with the writing brush. They will be introduced to the pronunciation, the composition and evolution of Chinese characters so that they will be able to read and understand what they write. Students will also learn how calligraphy is immersed in various aspects of Chinese culture. The main content of the course derives from examining applications of calligraphy to poetry, painting, and core concepts of Confucianism, Daoism and Buddhism. They will have a chance to cross time and space, having dialogues with Confucius, experiencing Buddhist bliss of final “awakening” or “enlightenment” and abandoning themselves to the Daoist spontaneous flow with the movement of Nature and the cosmos. No knowledge of Chinese language is required.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

HIS 286 Modern East Asia 3 Credits

Examines the disintegration of the Ch'ing dynasty in China and the Tokugawa Shogunate in Japan under internal stresses and foreign incursions, and the varied experience of those states in coming to terms with the challenges of modernization and westernization. Covers political, economic, social, and cultural factors in China, Japan, and East Asia.

HIS 341 China in Revolution 3 Credits

Treats the Chinese Revolution in terms of political, economic, and social transformation.

HIS 342 Women in East Asia 3 Credits

Treats the history of the relationship between women and society in traditional East Asia and the modern transformation of their relationship.

PHL 207 Asian Philosophy 3 Credits

A survey of the principal philosophical perspectives of Asia. Emphasis on the traditional Indian schools of Hinduism, Jainism, and Buddhism, Chinese Confucianism and Taoism, and the development of Zen Buddhism in China and Japan. Philosophical topics include: mystical experience, the ultimate nature of reality, the existence of a soul, the causes of human suffering, and the possibility of release, the nature of virtue and its development, and the nature of society and government. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 358 Chinese Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of China. Emphasis on the political philosophies of ancient China. Topics include: human nature and the development of virtue, the nature and purpose of government, and the cognitive value of mystical experience. Philosophers such as Confucius, Laozi, Xunzi, Mencius, Mozi, and Zhuangzi will be read and discussed.

POL 218 Asian Political Systems 3 Credits

(Formerly the Pacific Rim in the 21st Century) This course aims to provide students with an understanding of the fundamentals of the government, politics, economic development as well as the history and culture of countries along the Pacific Rim. The countries examined include China, Taiwan, Hong Kong, Singapore, Japan, South Korea and North Korea. Students are expected to understand 1) the democratization wave and efforts across the Pacific Rim countries and regions, 2) the economic development of these countries and regions and the consequential sociopolitical impact, and 3) concepts of political institutions and political culture in a comparative perspective.

POL 267 China in Transition 3 Credits

This course aims to provide students with an understanding of the history, government, politics, economic development as well as political culture of the People's Republic of China. Students are expected to acquire in-depth knowledge of China's political history, government structure and China's economic development and consequential sociopolitical impact. At the same time, students are expected to develop a basic understanding of the concepts of studying Chinese political institutions and political culture in a comparative perspective.

POL 366 Communist Systems: Politics and Policies 3 Credits

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

SOC 341 Developing Societies 3 Credits

Examines theories explaining patterns of development; indicators and measures of social well-being; and problems such as population, hunger and environmental crises in developing countries. Focuses especially on patterns of development in Latin America or China.

Prerequisite(s): SOC 101.

Communication Studies

Program Overview

In Rider's Communication Studies program, students hone their writing, research, verbal and nonverbal communication skills, all of which are vital for people entering the communications field. By stressing the importance of both verbal and nonverbal skills, the program provides students with the skills and confidence they need to become successful as they begin their careers. In addition, most students participate in internships in order to supplement classroom learning and move into their career of choice upon graduation.

Curriculum Overview

In addition to the department and major core courses, students choose between either an emphasis in Communication and Culture or in Organizational Communication. In the capstone course, students bring together their research and presentation skills as they conduct comprehensive research in topics of their choosing, learning from faculty who themselves are researchers in the field.

Students also have the opportunity, even in their first year, to write and present academic research papers and showcase their work at

undergraduate conferences both locally and regionally. Students graduate with the skills needed to critically analyze a problem, research possible answers, evaluate information, and report findings in an accessible manner. In a fast-changing world, these are invaluable skills.

Degree Offered

- B.A. in Communication Studies
- Minor in Communication Studies

Contact

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Program website: Communication (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Associated Department: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs:

- Filmmaking, TV & Radio (p. 393)
- Graphic Design (p. 423)
- Journalism (p. 461)
- Public Relations (p. 534)
- Web Design (p. 561)

Communication Studies Major Requirements

(48 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Departmental Core (24 Credits)		24
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
COM 107	Persuasive Writing for Media	
COM 131	Fundamentals of Video Production	
COM 264	Intro to Media Convergence	
COM 301	Communication Law	
COM 302	Communication Ethics	
COM 400	Senior Seminar Communication	
Communication Studies Major (24 credits)		
Required Courses		18
COM 201	Communication Theory	
	or COM 205 Theories of Persuasion	
COM 204	Advanced Speech Communication	
COM 251	Interpersonal Communication	
COM 348	Communication Research Methods	
COM 350	Team & Group Communication	
COM 452	Seminar in Communication Studies	
	or COM 491 Internship in Communication	
Select ONE of the following emphasis areas:		6

Communication and Culture (select two of the following classes; at least one course must be 300 level)

COM 220	Voice and Articulation
COM 252	Intercultural Communication
COM 318	Gender and Communication
COM 328	Sitcoms and American Culture
COM 330	Documenting Cultures Thru Travel
COM 353	Nonverbal Communication
MUS 308	World Music
GLS 310	Ethnographic Film
MCS 110	Race, Class and Gender in Contemporary American Society
MCS 220	Issues in Multicultural Studies
COM 240	Public Relations

Organizational Communication (select two of the following classes; at least one course must be 300 level)

COM 240	Public Relations
COM 253	Organizational Communication
COM 280	Issues in Event Planning
COM 254	Intro to Health Communication
MGT 201	Fund Management & Org Behavior
PHL 203	Business Ethics
POL 325	Public Administration
MGT 310	Intro to Human Resource Mgmt
MGT 363	Management Skills

Total Credits 48

Notes

1. Students may not carry a double major within the department. Communication and journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.
2. If a student receives a grade lower than "C" in a course required in a major or minor in the department, the student must repeat the course. Credit will only be awarded once for a course that is repeatable. The student must also repeat the course before enrolling in any course for which it is a prerequisite.

Communication Studies Minor Requirements

(21 credits)

Code	Title	Credits
Select seven courses from the following with at least one course at the 300 level or above:		21
COM 104	Speech Communication	
COM 201	Communication Theory	
COM 204	Advanced Speech Communication	
COM 205	Theories of Persuasion	
COM 220	Voice and Articulation	
COM 240	Public Relations	
COM 251	Interpersonal Communication	
COM 252	Intercultural Communication	
COM 322	Argumentation and Debate	

COM 323	Oral Interpretation of Lit	
COM 348	Communication Research Methods	
COM 350	Team & Group Communication	
COM 353	Nonverbal Communication	
COM 391	Communication Criticism	
COM 393	International Communication	
COM 452	Seminar in Communication Studies	
Total Credits		21

Notes:

1. Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department. (Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.)

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
COM 105	Communication, Culture and Media	3
Scientific Perspectives		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Social Perspectives		3
COM 104	Speech Communication	3
Foreign Language ¹		3
Semester Credit Hours		15
Year 2		
Fall Semester		
Aesthetic Perspectives: Fine Arts		3
Foreign Language ¹		3
Scientific Perspectives		3
COM 107	Writing for the Media	3
COM 131	Fundamentals of Video Production	3
Semester Credit Hours		15
Spring Semester		
Aesthetic Perspectives: Literature		3
Philosophical Perspectives		3
Elective Course Credits		3

COM 264	Intro to Media Convergence	3
or	or Theories of Persuasion	
COM 205		
COM 201	Communication Theory	3
or	or Theories of Persuasion	
COM 205		
Semester Credit Hours		15

Year 3

Fall Semester

COM 204	Advanced Speech Communication	3
COM 252	Intercultural Communication	3
or	or Public Relations	
COM 240		
COM 251	Interpersonal Communication	3
COM 301	Communication Law	3
COM 318	Gender and Communication	3
or	or Organizational Communication	
COM 253		
Semester Credit Hours		15

Spring Semester

COM 302	Communication Ethics	3
COM 328	Sitcoms and American Culture	3
or	or Issues in Event Planning	
COM 280		
COM 350	Team & Group Communication	3
Elective Course Credits ²		3
Elective Course Credits		3
Semester Credit Hours		15

Year 4

Fall Semester

COM 348	Communication Research Methods	3
Elective Course Credits		3
COM 452	Seminar in Communication Studies	3
or	or Internship in Communication	
COM 491		
COM 330	Documenting Cultures Through Travel	3
or	or Intro to Health Communication	
COM 254		
COM 353	Nonverbal Communication	3
or	or Fund Management & Org Behavior	
MGT 201		
Semester Credit Hours		15

Spring Semester

COM 400	Senior Seminar Communication	3
MUS 309	Film Music	3
or	or Business Ethics	
PHL 203		
GLS 310	Ethnographic Film	3
or	or Public Administration	
POL 325		
MCS 110	Race, Class and Gender in Contemporary	3
or	American Society	
MGT 310	or Intro to Human Resource Mgmt	

MCS 220 or MGT 363	Issues in Multicultural Studies or Management Skills	3
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations.

Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation.

Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

Computer Science

Program Overview

The Computer Science program at Rider is focused on providing a strong foundational education for its students. Students in this program enjoy small class sizes, dedicated faculty and the opportunity to apply their skills to real-world problems in a variety of settings. Computer science, with a focus on problem solving, optimization, collaboration and security, equips students to succeed in the workplace and in graduate school.

Curriculum Overview

Rider students that study computer science will develop a broad technical understanding of the field, and will gain a deep appreciation of computing and its functions. Our students will collaborate with each other and apply their knowledge to real world problems. During the course of their studies, students will develop a passion for lifelong learning and a professional responsibility to uphold ethical behavior.

Foundational classes in mathematics, physics and computer science will ready the students for upper level courses on Computer Organization and Architecture, Operating Systems, Secure Software Engineering, Data Engineering and Parallel and Distributed Systems. Students will be offered a variety of upper-level electives, including Human Computer Interaction, Cybersecurity and internship opportunities. Rider's computer science faculty are engaged in research and students will be encouraged to apply their computational skills to a variety of research projects in the sciences.

Degrees Offered:

- B.S. in Computer Science

Contact

John Bochanski, Ph.D.

Assistant Professor, Department of Chemistry, Biochemistry & Physics
Science Hall 324A

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Program Website: Computer Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/computer-science>)

Associated Department: Department of Chemistry, Biochemistry & Physics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics>)

Related programs:

- Mathematics (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/majors-minors-certificates/mathematics>)
- (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/majors-minors-certificates/mathematics>) Physics (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/majors-minors-certificates/physics>)

Computer Science Major Requirements

(65-68 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Computer Science Core		
CSC 110	Computer Science I	3
CSC 120	Computer Science II	3
CSC 130	Data Structures and Algorithms	3
CSC 140	Discrete Structures	3
CSC 150	Cyber Ethics and Societal Impact	3
CSC 220	Computer Organization and Architecture	3
CSC 230	Probability for Computer Science	3
CSC 240	Operating Systems	3
CSC 250	Software Security Engineering	3
CSC 350	Analysis of Algorithms	3
CSC 380	Parallel and Distributed Systems	3
CSC 410	Data Engineering	3
Mathematics		
MTH 210	Calculus I	4
MTH 211	Calculus II	4
Physics		
PHY 200 & 200L	General Physics I and General Physics I Lab	4
PHY 201 & 201L	General Physics II and General Physics II Lab	4
Advanced Computer Science Courses		
CIS 330	Database Management ¹	3
CSC 310	Theory of Computation	3
CSC 320	Human-Computer Interaction	3
CSC 340	Cybersecurity Essentials	3
CSC 491	Internship in Computer Science	1-4
Total Credits		65-68

¹ Course is offered in the College of Business Administration's Information Systems program.

Computer Science Minor Requirements

(21 credits)

Code	Title	Credits
CSC 110	Computer Science I	3
CSC 120	Computer Science II	3
CSC 130	Data Structures and Algorithms	3

CSC 140	Discrete Structures	3
CSC 150	Cyber Ethics and Societal Impact	3
Select two courses from CSC 220 or above		6
Total Credits		21

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CSC 110	Computer Science I	3
CSC 140	Discrete Structures	3
MTH 210	Calculus I ¹	4
CMP 120	Expository Writing ¹	3
HIS 150	World History to 1500	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
CSC 120	Computer Science II	3
CSC 150	Cyber Ethics and Societal Impact	3
MTH 211	Calculus II	4
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Semester Credit Hours		16
Year 2		
Fall Semester		
CSC 130	Data Structures and Algorithms	3
CSC 230	Probability for Computer Science	3
Social Perspectives		3
Aesthetic Perspectives: Literature		3
Semester Credit Hours		12
Spring Semester		
CSC 220	Computer Organization and Architecture	3
CSC 240	Operating Systems	3
CSC 250	Software Security Engineering	3
Social Perspectives		3
Elective Course ²		3
Semester Credit Hours		15
Year 3		
Fall Semester		
CSC Upper Level Elective		3
PHY 200	General Physics I	4
PHY 200L	General Physics I Lab	0
Foreign Language		3
Philosophical Perspectives		3
Elective Course ²		3
Semester Credit Hours		16

Spring Semester

CSC 350	Analysis of Algorithms	3
CSC Upper Level Elective		3
PHY 201	General Physics II	4
PHY 201L	General Physics II Lab	0
Foreign Language		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		16

Year 4**Fall Semester**

CSC 380	Parallel and Distributed Systems	3
CSC Upper Level Elective		3
Three Elective Courses ²		9
Semester Credit Hours		15

Spring Semester

CSC 410	Data Engineering	3
CSC Upper Level Elective		3
Three Elective Courses ²		9
Semester Credit Hours		15
Total Credit Hours for Graduation		121

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement/>

² Please note that elective credits may be used to complete requirements in a second major or a minor.

Courses and Descriptions

CSC 110 Computer Science I 3 Credits

This course is an introduction to computer science and modern computing fundamentals. Students will develop programs and algorithms to solve a variety of problems posed in the natural sciences. Students will learn to code in Python, a widely adopted language and learn the basics of algorithms, data types, program structure and development

Prerequisite(s): MTH 105 (Algebra & Trigonometry) or equivalent.

CSC 120 Computer Science II 3 Credits

This course is an introduction to developing algorithms using abstract data types and the object-oriented methodology. Students will design and implement robust ADTs using Java, an object-oriented programming language. Students will learn how to develop their own algorithms and the best techniques for analyzing their performance. Students will be able to adapt the course knowledge to real world, practical challenges.

Prerequisite(s): CSC 110.

CSC 130 Data Structures and Algorithms 3 Credits

This course is a study of data structures and the algorithms used to process them. Topics include stacks, queues, lists, trees, graphs, sorting and searching techniques, recursive algorithms, and efficiency considerations. This course will give students a comprehensive study in data structures and algorithms which are the building blocks in programming.

Prerequisite(s): CSC 120.

CSC 140 Discrete Structures 3 Credits

This course is an introduction to the ideas and techniques from discrete mathematics as widely applied to Computer Science. Topics include sets, numbers, algorithms, logic, combinatorics, recursion principles, graph theory, trees, and discrete probability.

Prerequisite(s): MTH 105, Algebra & Trigonometry or MTH 210, Calculus I.

CSC 150 Cyber Ethics and Societal Impact 3 Credits

This course will investigate the ethical and social challenges stemming from computing and telecommunication technology, as well as from mobile information-enabling devices. Topics include: cyber ethics, global and societal impact of the Internet, ethical analysis tools, ethical dimensions of computer system reliability, professional ethics, ethical frontiers in emerging technologies, privacy, security, intellectual property, cybercrime, and civil liberties in cyberspace. CS 150 is a required course for CS majors and minors. This course will be open to other math and science majors.

Prerequisite(s): CMP 115 or can be taken concurrently.

CSC 220 Computer Organization and Architecture 3 Credits

An introduction to the fundamental concepts of computer organization and architecture, this course explores how computer systems execute programs and manipulate data, working from the C programming language down to the microprocessor. Topics include: processor organization, Assembly and C programming languages, machine-level code, data representation, digital logic gates and Boolean algebra, computer arithmetic, code compilation, memory organization and management, interrupts, and performance evaluation and optimization. CS 220 is a required course for CS majors. The prerequisites for this course are CS 130 (Data Structures and Algorithms) and CS 140 (Discrete Structures).

Prerequisite(s): CSC 130, CSC 140.

CSC 230 Probability for Computer Science 3 Credits

This course is an overview of probability theory and its application to computer science. Students will develop an understanding of combinatorics, variables, distributions, and parameter estimation. Applications to real world data and large datasets are also studied, with an introduction to machine learning.

Prerequisite(s): MTH 211.

CSC 240 Operating Systems 3 Credits

The course will study the basic concepts, design and implementation of operating systems. Topics to be covered include an overview of basic computing hardware components, operating system structures, process management, memory management, concurrency, resource allocation and scheduling, file systems, input/output systems, protection and security. CS 240 is a required course for CS majors.

Prerequisite(s): CS 130, Data Structures and Algorithms.

CSC 250 Software Security Engineering 3 Credits

Secure software engineering focuses on both theoretical and practical perspectives in the development of software systems, exploring secure software design and development methods, software analysis, and reverse engineering. Emphasis is placed on security as part of the software engineering lifecycle, as well as on the correctness and robustness of code. CS 250 is a required course for CS majors.

Prerequisite(s): CSC 140.

CSC 310 Theory of Computation 3 Credits

This course introduces a formal framework for investigating both the computability and complexity of problems. Theoretical foundations of computer science and formal models of computation are covered. Students study several models of computation including finite automata, regular expressions, formal languages, Chomsky language hierarchy, context-free grammars and Turing machines. Topics include undecidable problems, the halting problem and the P versus NP problem.

Prerequisite(s): CSC 130 and CSC 140.

CSC 320 Human-Computer Interaction 3 Credits

This course presents Human-Computer Interaction (HCI) as a discipline that is concerned with technical advance, and that must integrate different disciplinary perspectives. Foundational theoretical issues deal with principles of human perception, visual representation and purposeful action, discussed in the context of novel interactive technologies and computer-based systems. It examines issues in the design of system interfaces from a number of perspectives: user, programmer, and designer.

Prerequisite(s): CSC 130.

CSC 340 Cybersecurity Essentials 3 Credits

This course is an in-depth study of the theories and practices for prevention of cyber attacks. Countermeasures discussed include education, encryption, virtual private networks, policies, practices, access controls, secure systems development, software assurance, verification and validation, firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Topics also include incident response, forensic investigations, business continuity plans, disaster recovery plans, and critical infrastructure protection.

Prerequisite(s): CSC 130.

CSC 350 Analysis of Algorithms 3 Credits

This course investigates methods for analyzing and designing efficient and reliable algorithms, emphasizing methods useful in practice. It introduces several algorithm design strategies that build on data structures and programming techniques learned in the introductory computer science course sequence. Topic coverage includes induction, divide-and-conquer, dynamic programming, network flow, randomization, complexity theory, greedy algorithms, searching and sorting algorithms, cryptographic algorithms, graph theory, hashing, and advanced data structures. CSC 350 is a required course for CS majors.

Prerequisite(s): CSC 130 and CSC 140.

CSC 380 Parallel and Distributed Systems 3 Credits

Widely deployed in scientific computing centers and commercial data centers, large-scale parallel and distributed systems (PDS) are crucial to scientific discovery, business success, national security, and technology innovation. This course examines the design and analysis of large scale computing systems for processor- and data-intensive applications with the focus on the technologies and factors that impact the performance, power, resilience, and scalability of modern parallel and distributed systems. Topics include the organization of multicore computers, parallel computer clusters, computing grids, supercomputers, client-server systems, and peer-to-peer systems; computer networks and network protocols; network security; multithreaded programming; and network programming.

Prerequisite(s): CSC 220 and CSC 240.

CSC 410 Data Engineering 3 Credits

This course serves as an introduction to the interdisciplinary and emerging fields of data engineering and data science. Students learn to combine tools and techniques from computer science, statistics, data visualization and the social sciences to solve problems using data. Central themes include: the data engineering and data science processes; tools.

Prerequisite(s): CSC 250 and CIS 330.

CSC 491 Internship in Computer Science 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the student's overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester. Available for juniors and seniors.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Criminal Justice

Program Overview

Rider University's Department of Sociology and Criminology houses a major in criminal justice (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/law-justice/criminal-justice-major>), as well as a and a minor in criminal justice studies (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/law-justice-2>).

Law and justice courses provide students, regardless of specific career goals, with tools for reasoned appraisal of how the law works and its social consequences and makes students better citizens by demystifying legal institutions and policies, addressing and evaluating these in terms of evidence, rather than myths and assumptions.

Experienced faculty members of the Law and Justice Program Committee (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/law-justice-0>) are available to advise students interested in pursuing a career in criminal justice, law or law-related fields. Faculty advisors may assist students in course selection as well as law school and graduate school applications.

The Law and Justice Program often sponsors workshops (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/law-justice/student-awards-honors-events-an-0>) on various aspects of career preparation, law school selection, and the law school application process.

Curriculum Overview

The major is designed to provide students with a multidisciplinary understanding of law, its development and violation. Courses in the program include a wide spectrum of academic departments and programs, including business policy, baccalaureate honors, communication, economics, philosophy, political science, psychology and sociology, as well as courses developed specifically for the Law and Justice Program.

The law and justice program's criminal justice major and law and justice minor are designed to provide students with in-depth knowledge

and understanding of laws, legal institutions and processes and their relationships to social, moral, political, and economic issues. Students will benefit from learning to approach law (both civil and criminal), and law enforcement from diverse perspectives.

Students can focus their course of study around their specific career goals by selecting from a wide range of courses within the program. In addition, the criminal justice major and law and justice minors can often be combined with other major and minor programs.

Degree Offered

- B.A. in Criminal Justice

Contact

Victor R. Thompson, Ph.D.

Associate Professor and Chair

Director, Criminal Justice

Fine Arts 281

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vtompson@rider.edu

Program Website: Criminal Justice (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/criminal-justice>)

Associated Department: Sociology and Criminology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/sociology>)

Related Programs

- Gender and Sexuality Studies (p. 409)
- Multicultural Studies (p. 489)
- Philosophy (p. 494)
- Sociology (p. 545)
- Social Work (p. 544)

Criminal Justice Major Requirements

(42 credits) Minimum of 6 courses at 300-level or higher

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Category I: Core Courses		15
SOC 206	Deviance and Crime ¹	
SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections ¹	
PHL 115	Ethics	
LAW 307	Criminal Justice Practice	
LAW 460	Criminal Justice Senior Seminar ²	
Category II: Research Methods and Applications		3
Select one of the following:		
POL 230	Methods of Political Analysis	
SOC 301	Methods Of Sociological Research ¹	
Category III: Criminal Justice Processes And Institutions		9
Select three courses from the two areas below; at least one from each area:		
Law Enforcement, Criminal Investigation and Punishment		
BHP 322	Hon Sem: Guilty and Innocent	

LAW 150	Intro to Forensics	
LAW 210	Criminal Investigation	
SOC 322	Punishment and Corrections	
SOC 342	Police and American Society	
SOC 343	Policing and Counter Terrorism	
Courts and Law		
BHP 211	Seminar: Theories of Justice and the American Common Law	
LAW 140	Intro Seminar in Law & Justice	
LAW 305	Trial Advocacy	
LAW 365	The Rights of the Accused	
PHL 303	Philosophy of Law	
POL 260	Politics of Law and Order	
POL 361	The Judicial Process	
PSY 279	Psychology and Law	
SOC 317	Law and Lawyers	
Category IV: Crime and Social Groups and Issues		9
Select three of the following:		
LAW 302	Crime & Justice in the Media	
LAW 401	Hate Crimes in the United States	
SOC 216	Youth and Crime	
SOC 246	Drugs, Crime &American Society	
SOC 313	Gender and Criminal Justice	
SOC 321	White Collar & Corporate Crime	
SOC 345	Race and Crime	
Category V: Contextualizing Crime and Criminal Justice		6
Select two courses from any of the following:		
Legal Issues		
HIS 301	Constitutional History of U.S.	
LAW 204	Law, Literature, and Film in America	
LAW 304	Women and Law	
LAW 310	Cyberspace Law and Policy	
POL 300	U.S. Constitutional Law	
POL 301	Civil Liberties in the U.S.	
Philosophical Issues		
PHL 130	Political Philosophy	
PHL 202	Social Philosophy	
PHL 360	Contemporary Ethics	
Political Issues		
POL 235	Race/Ethnicity in Amer Politic	
POL 325	Public Administration	
POL 327	Contemp Issues Amer Pub Policy	
POL 335	Urban Politics	
POL 345	Justice	
POL 350	U.S. Foreign Policy and Security Policy	
POL 351	Critical Views of Global Security	
POL 363	Hum Rights in Global Context	
Psychological Issues		
PSY 220	Abnormal Psychology	
PSY 365	Drugs and Human Behavior	
Social Issues		
SOC 205	Families	

SOC 207	Racial and Ethnic Relations
SOC 245	Social Problems
SOC 308	Cities And Suburbs
SOC 312	Women In Society
SOC 330	Class and Economic Inequality
SOC 340	Power and Politics
SOC 350	Social Policy
SOC 396	Applied Sociology
Internships and Advanced Research ³	
LAW 490	Independent Study: Research and Creative Expression
LAW 496	Honors Thesis in Law & Justice
LAW 491	Internship in Law and Justice
SOC 491	Internship in Sociology
PHL 491	Internship in Philosophy
POL 491	Internship in Political Science
PSY 491	Internship in Psychology
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Total Credits	42

¹ SOC 101 is waived as a pre-requisite for criminal justice majors ONLY for SOC 206 and SOC 219. SOC 101 is strongly recommended for criminal justice majors.

² Advance research related to criminal justice taken as an Independent Studies course or as Honors Thesis if approved by the Law and Justice Director.

³ Internships related to Criminal Justice as approved by the Law and Justice Director

Note:

- No course may be used to satisfy more than one requirement in the Criminal Justice and Legal Studies major
- Students are required to complete a minimum of 5 courses at the 300 or 400 levels in Categories II - V.

Criminal Justice Concentration Requirements

(21 Credits)

Code	Title	Credits
Category I Multi-disciplinary Approaches to Criminal Justice		9 - 15
At least three courses from the following:		
Baccalaureate Honors		
BHP 211	Seminar: Theories of Justice and the American Common Law	
BHP 322	Hon Sem: Guilty and Innocent	
Law and Justice Interdisciplinary Courses		
LAW 140	Intro Seminar in Law & Justice	
LAW 150	Intro to Forensics	
LAW 204	Law, Literature, and Film in America	
LAW 210	Criminal Investigation	
LAW 302	Crime & Justice in the Media	
LAW 304	Women and Law	
LAW 305	Trial Advocacy	
LAW 307	Criminal Justice Practice	
LAW 308	Conflict & Conflict Resolution	

LAW 310	Cyberspace Law and Policy
LAW 355	Sports and the Law
LAW 365	The Rights of the Accused
LAW 395	Selected Topics in Law/Justice
LAW 401	Hate Crimes in the United States
LAW 490	Independent Study: Research and Creative Expression
LAW 491	Internship in Law and Justice
LAW 496	Honors Thesis in Law & Justice
Political Sciences	
POL 260	Politics of Law and Order
POL 361	The Judicial Process
Psychology	
PSY 279	Psychology and Law
Sociology	
SOC 206	Deviance and Crime
SOC 216	Youth and Crime
SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections
SOC 246	Drugs, Crime & American Society
SOC 313	Gender and Criminal Justice
SOC 321	White Collar & Corporate Crime
SOC 342	Police and American Society
SOC 343	Policing and Counter Terrorism
SOC 345	Race and Crime
Category II Crime and Justice Related Courses	
Maximum of two courses from the following:	
Baccalaureate Honors	
BHP 209	Honor Seminars: Law and Arts
Communication	
COM 251	Interpersonal Communication
COM 252	Intercultural Communication
COM 322	Argumentation and Debate
Philosophy	
PHL 303	Philosophy of Law
POL 235	Race/Ethnicity in American Politics
POL 300	U.S. Constitutional Law
POL 301	Civil Liberties in the U.S.
POL 325	Public Administration
POL 335	Urban Politics
Psychology	
PSY 220	Abnormal Psychology
PSY 365	Drugs and Human Behavior
SOC 205	Families
SOC 207	Racial and Ethnic Relations
SOC 308	Cities And Suburbs
SOC 317	Law and Lawyers
SOC 322	Punishment and Corrections
SOC 340	Power and Politics
SOC 350	Social Policy
Category III Theory/Application	
One course from the following:	

6

3

LAW 207	Criminal Justice Practice	
LAW 305	Trial Advocacy	
LAW 308	Conflict & Conflict Resolution	
Electives		
LAW 490	Independent Study: Research and Creative Expression ³	
LAW 491	Internship in Law and Justice ³	
LAW 496	Honors Thesis in Law & Justice ³	
Category IV		3
LAW 450	Law & Justice Senior Seminar	

Total Credits 21-27

¹ No more than three courses from the same department may be counted toward the minor. There is no limit on 'LAW' courses.

² Students may take up to six additional credits from Category I instead of Category II.

³ These course may count toward Category II only with permission of the program director.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
SOC 101	Sociological Imagination	3
PHL 115	Ethics	3
HIS 150	World History to 1500	3
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections	3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
MTH 102	Finite Mathematics	3
Foreign Language ¹		3
Semester Credit Hours		15

Year 2

Fall Semester

SOC 206	Deviance and Crime	3
Category III Course		3
Aesthetic Perspectives: Literature		3
Social Perspectives		3
Scientific Perspectives		3
Semester Credit Hours		15

Spring Semester

Category III Course		3
Category IV Course		3
Aesthetic Perspectives: Literature		3

Scientific Perspectives	3
Elective Course ²	3
Semester Credit Hours	15

Year 3

Fall Semester

Category II Course	3
Category III Course	3
Category IV Course	3
Two Elective Courses	6
Semester Credit Hours	15

Spring Semester

Category IV Course	3
LAW 307 Criminal Justice Practice	3
Three Elective Courses	9
Semester Credit Hours	15

Year 4

Fall Semester

Category IV Course	3
Category V Course	3
Three Elective Courses	9
Semester Credit Hours	15

Spring Semester

LAW 460	Criminal Justice Senior Seminar	3
Four Elective Courses		12
Semester Credit Hours		15
Total Credit Hours for Graduation		120

Notes:

1. For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>.
2. Please note that elective credits may be used to complete requirements in a second major or minor.
3. Philosophy core included in major.

Courses and Descriptions

BHP 211 Seminar: Theories of Justice and the American Common Law 3 Credits

Examines some of the 'perennial' theories of justice, both classical and modern, that have left their mark on the evolution of Western concepts of justice. The practical implications of such theories and the two-way traffic between them and social realities will be explored through their application by the American courts. In addition to studying actual cases, students will participate in the adjudication of theoretical cases, both fictional and taken from contemporary realities.

BHP 322 Honors Seminar: Guilty and Innocent 3 Credits

Through the study of social theory and research, legal cases, fiction, non-fiction, film and poetry, this course examines theories of criminal motivation and behavior, determination of blame, and assignment of appropriate punishment. Topics include changes in legal and cultural understandings of individual and social responsibility for criminality; the nature, purpose, and effects of punishment; and the impact of race, class and gender on defining crime and determining guilt or innocence. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

HIS 301 Constitutional History of U.S. 3 Credits

Surveys the English, Colonial, and Confederation backgrounds of American law and constitutionalism; the framing, adoption, and implementation of the Federal Constitution and its later development; the role of law in the nation's history; the changing interpretations of federalism; the growth of judicial review; and the increasing role of the Supreme Court.

LAW 140 Intro Seminar in Law & Justice 3 Credits

Introduces students to the interdisciplinary study of law and justice. The seminar is designed to enable students to think critically about legal issues, address legal problems from various viewpoints, and apply different types of theories of justice to analyze laws and legal institutions. Students will learn to examine law and legal issues from a variety of perspectives and approaches: anthropological, historical, literary, philosophical, political, psychological, and sociological. Open to freshmen and sophomores only.

LAW 150 Introduction to Forensics 3 Credits

Introduces students to principles of forensic science. Whether the issue is establishing paternity or cause of death, determining arson or liability, or deciding criminal guilt or innocence, collecting and evaluating forensic material is typically involved. Students will learn the meaning and significance of scientific evidence and its role in criminal investigations and civil and criminal trials. Students will learn how forensic scientists work, define a problem, collect data, and analyze results. Case studies, crime simulations and examination of criminal evidence will highlight the application of scientific principles.

LAW 204 Law, Literature, and Film in America 3 Credits

Focuses in an interdisciplinary manner on law and justice as represented in American literature and films. It analyzes novels, short stories, and selected non-fiction texts from the perspectives of literary criticism, social history, and cultural and American studies.

LAW 210 Criminal Investigation 3 Credits

Approaches criminal investigation conceptually. Students consider the social issues involved in criminal investigation, as well as ethical and legal aspects of it. The course covers such topics such as the principles of criminal investigations, the rules and procedures of preliminary and follow-up investigations, the art of interrogation, recording of statements, confessions, and the collection and preservation of physical evidence at the crime scene. Emphasis is placed on the need for meticulous adherence to rules of law and ethical practices, as an investigation proceeds from initial actions to arrest, and eventual prosecution. The course also examines the methods used in scientific interpretation of evidence and the preparation of criminal cases for trials, as well as its role in today's criminal justice system.

Prerequisite(s): LAW 150.

LAW 302 Crime & Justice in the Media 3 Credits

This course focuses on the impact of media on Americans' perceptions and understanding of the extent and causes of crime, and the effectiveness and purposes of crime policy. It examines how criminals, types of crime, crime policies and the criminal justice system are portrayed in various media outlets, including film, tv, newspaper, and electronic/internet. It explores the historical and contemporary relationships between media representations of criminal behavior, crime as a social problem, and the nature of the criminal justice system and contrasts these to their social realities.

LAW 304 Women and Law 3 Credits

Explores the social, economic, political and cultural context of laws relating to women and gender, such as workplace discrimination, divorce and child custody and reproductive rights. It examines how such laws have changed historically and the impact such laws have had on women as well as on men and on American social institutions, such as the family, politics, and the workplace. The course also examines women in the legal profession and their impact on the practice of law and legal reasoning.

LAW 305 Trial Advocacy 3 Credits

Students will apply fundamental legal concepts and rules of evidence to specific cases. By engaging in trial simulations, students will evaluate various forms of evidence, identify legal principles and evidentiary rules that impact a criminal trial, learn about trial procedures, pursuit of case theories, and witness, exhibit and jury selection.

LAW 307 Criminal Justice Practice 3 Credits

This course will consider the ways criminal justice agencies and occupations are shaped by social, economic, political, technological and legal changes. Through case studies and projects students will examine the work, culture, and work settings of various criminal justice practitioners, assess the impact of social policies on criminal justice careers, and identify new directions in the field. Students will develop the reading and writing skills needed by an array of criminal justice practitioners.

LAW 310 Cyberspace Law and Policy 3 Credits

Explores the legal and policy concerns raised by the Internet, nationally and globally. The course considers issues of legal regulation of the Internet, and consider the debate about whether cyberspace can or should be regulated. Attention will be given to the applicability of principles of law and models of regulation. Topics addressed will include jurisdiction, freedom of expression, intellectual property, privacy protection, safety concerns, equal access, electronic commerce, and computer crime.

LAW 365 The Rights of the Accused 3 Credits

Analyzes the major substantive and procedural rights accorded to the criminally accused by the United States Constitution. Particular attention will be given to the right to counsel, confessions and self-incrimination, arrest, search and seizure. Students will learn to argue and write hypothetical case opinions.

LAW 401 Hate Crimes in the United States 3 Credits

Provides an interdisciplinary exploration of hate crimes in the United States, its causes and consequences. It will examine the social, political, and legal issues that have shaped policies and laws designed to respond to hate crimes and assess their effectiveness. Debates about the nature of hate crimes and the special laws and sentencing provisions developed to deal with them will be discussed. Topics include hate crimes on college campuses, hate on the Internet, legal and constitutional issues, and criminal justice enforcement.

LAW 460 Criminal Justice Senior Seminar 3 Credits

Draws on and develops students' knowledge and understanding of crime, criminal law and criminal justice institutions, and applies these to a specific topic, method, institution, or controversy. Topics vary. Students will be expected to contribute to seminar discussions and to complete research projects related to the seminar theme. Required for criminal justice majors seniors; open to others only by permission of the director of the Law and Justice Program.

LAW 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

LAW 491 Internship in Law and Justice 1-4 Credits

Provides supervised work experience in an institution, office, or agency related to law or law enforcement, such as courts, prosecutor/defense attorney offices, private law offices, state agencies, and local police departments. Students are expected to apply and broaden the knowledge obtained from law and justice minor courses to their fieldwork experience.

Prerequisite(s): 2.75 GPA and permission of the Director of the Law and Justice program.

LAW 496 Honors Thesis in Law & Justice 3-6 Credits

Entails substantial research and writing on a topic selected by the student. Proposals must be reviewed and approved by the law and justice program committee. Proposals must be submitted at least four weeks prior to course registration.

Prerequisite(s): Seniors in the minor with a minimum cumulative GPA of 3.25 and a 3.25 GPA in law and justice minor courses.

PHL 115 Ethics 3 Credits

A combined historical and systematic analysis of the problems of ethics. Such problems as the nature and meaning of moral values and judgments, moral responsibility and freedom, conscience and happiness, the good life, and the relativity of value, are explored through the writings of such philosophers as Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 303 Philosophy of Law 3 Credits

An examination and analysis of selected topics including classical and contemporary theories in the philosophy of law and moral philosophy. Such topics as the nature of the law and legal reasoning, the legal enforcement of morality, protection of personal liberty, and the moral justification of punishment are considered. Such philosophers as Aquinas, Austin, Holmes, Bentham, Hart, and Dworkin are read and discussed.

POL 230 Methods of Political Analysis 3 Credits

An overview of the various qualitative and quantitative methods that political scientists use to study their discipline. Themes include analyses of political participation and support, methods of studying elections, measures of political tolerance and liberalism.

POL 235 Race and Ethnicity in American Politics 3 Credits

Examines the changing political, economic, and social situation of racial and ethnic groups in American politics since the 1950s. Topics include the relationship between race/ethnicity and voting behavior, political parties, and election results. Includes an analysis of specific areas of contemporary racial and ethnic conflict, such as voting rights, immigration, and affirmative action.

POL 260 Politics of Law and Order 3 Credits

The constitutional, legal, political, and administrative aspects of the criminal justice system in the United States are studied, including the court system at all levels of government, law enforcement agencies, correctional programs and institutions, probation, parole, and the relationship of our legal institutions to the broader political system.

POL 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS 361. Students may not get credit for both POL 361 and HLS 361.

PSY 279 Psychology and Law 3 Credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making

Prerequisite(s): PSY 100.

SOC 206 Deviance and Crime 3 Credits

Considers deviant behavior as violation of social norms. Examines the concepts of deviance and crime in socio-historical context. Evaluates major theories advanced to explain deviance. Surveys different types of deviance, including conventional crime, non-criminal deviant behavior, and white-collar corporate, and government crime.

Prerequisite(s): SOC 101.

SOC 216 Youth and Crime 3 Credits

In-depth examination of the nature and extent of youth criminality in the U.S. Explores changes in youth culture and theories of delinquency. Social policies are related to youth criminality and the youth justice system is considered.

Prerequisite(s): SOC 101.

SOC 219 Introduction to Criminal Justice: Police, Courts, Corrections 3 Credits

This course introduces students to the sociological study of the criminal justice system. It examines the cultural and social foundations of this system, and review debates about problems with the criminal justice system and proposals to change it. Topics covered include nature of the crime problem, requirements of criminal law, policing, the role of the courts and legal professionals, sentencing, incarceration and alternatives to it. [FORMERLY SOC-319 Criminal Justice and Corrections] Pre-requisite SOC 101 3 Credit hours.

SOC 246 Drugs, Crime & American Society 3 Credits

Explores the nature and extent of drug use in the U.S., how drugs are legally defined and socially constructed, and considers how and why drug policies have developed and changed historically. Considers how the criminalization of drugs has impacted policing strategies, courts, probation programs, sentencing and corrections, as well as other social institutions. Examines the role of local and federal agencies in enforcing drug laws, and considers debates about directions for legal reforms.

Prerequisite(s): SOC 101.

SOC 301 Methods of Sociological Research 3 Credits

The second in a series of required courses for majors. Builds upon the Introductory Seminar in Sociology. Social research methods using documents, observations, and questionnaires are taught, and used in completing research projects.

Prerequisite(s): SOC 201.

SOC 313 Gender and Criminal Justice 3 Credits

This course will examine women's experiences with the criminal justice system as offenders, victims, prisoners, and practitioners. It will consider how gender has shaped theories of crime and criminological research. It will explore how cultural constructions of gender have influenced substantive and procedural criminal law, the ways criminal justice agencies respond to crime, and how these have changed historically. Attention will be given to the development of new approaches, reforms, and challenges.

Prerequisite(s): SOC 101.

SOC 317 Law and Lawyers 3 Credits

Relationships between law, the economy, and the state are explored. Discussion of laws, legal systems and legal reasoning using cross-cultural comparisons and historical analysis of these in the United States. Particular attention given to impact of law on corporations, workers, women, and minorities. Changes in legal profession and legal education are examined.

Prerequisite(s): SOC 101.

SOC 321 White Collar & Corporate Crime 3 Credits**SOC 322 Punishment and Corrections 3 Credits**

This course explores the nature, forms, rationales, and effectiveness of punishment as a form of crime control. It traces the development of corrections in the U.S., identifies cultural trends and developments in penology, including mass incarceration and supermax prisons, considers the ways race and class have shaped these, and the reverberating effects penal policies have had on American culture and society beyond the criminal justice system. It examines the role of laws, politics, crime control agencies, as well as of media, and corporations in shaping penal policies. Topics also include: prison subcultures, inmate rights, correctional practices, privatization of prisons, and alternatives to punitive policies of incarceration and capital punishment.

Prerequisite(s): SOC 101.

SOC 342 Police and American Society 3 Credits

This course examines important issues regarding police in American society, such as the paradoxes inherent in police work, police organization and strategies and their effectiveness, the dilemmas of supervising police work, police unionism, the nature and implications of police occupational subculture, the use of police discretion, forms of police misconduct and accountability, professionalization of police and the trend toward police privatization. It also considers the diversity of the police force, trends in the delivery of policing services, the impact of new technologies on policing, and the challenges of policing in a multicultural society.

Prerequisite(s): SOC 101.

SOC 343 Policing and Counter Terrorism 3 Credits

This course is designed as an upper level (undergraduate/graduate) combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

Prerequisite(s): SOC 101.

SOC 345 Race and Crime 3 Credits

Examines the impact of crime policy on minority communities in the United States, with particular attention to the impact of "The War on Drugs", three-strike laws, and mandatory sentencing on minorities and minority communities. Drawing on sociological research, the course explores myths and realities concerning the relationship between race and crime. The relationship between racial attitudes, historical race relations, and mass incarceration are discussed.

Prerequisite(s): SOC 101.

POL 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS 300. Students may not get credit for both HLS 300 and POL 300.

POL 301 Civil Liberties in the U.S. 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as HLS 301. Students may not get credit for both HLS 301 and POL 301.

PHL 130 Political Philosophy 3 Credits

An introduction to the problems of political philosophy with an emphasis on recent and contemporary issues, such as the conflict between liberal and conservative ideologies, fascism, revolution, civil disobedience, and the concept of legitimate political authority. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 202 Social Philosophy 3 Credits

Emphasizes social ethics through critical studies of such contemporary problems as abortion, euthanasia, the death penalty, pornography and censorship, animal rights, drug use, sexual morality, environmental ethics, and world hunger. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 360 Contemporary Ethics 3 Credits

An examination of recent and contemporary challenges to traditional ethical theory including such movements as logical positivism, cultural relativism, feminism, environmentalism, multiculturalism, and postmodernism. Such problems as the meaning and cognitive status of value judgments, the relation between fact and value, the relativity of values, and how value judgments can be justified are considered.

PHL 491 Internship in Philosophy 1-4 Credits

Students will work under supervision within an area hospital, corporation, or legal agency. The specific duties and tasks will be developed jointly by the intern, intern agency, and faculty supervisor. Within the hospital setting, students will work with the Hospital Medical Ethics Committee. Within the corporate setting, there will be two types of internships: students will work in the corporate office responsible for addressing the ethical issues that arise in the business environment; or students will work in a department that allows them to explore the potential business applications of their philosophic intellectual training. Within the legal setting, students will work with the federal magistrate, prosecutor, or public defender, exploring issues in the philosophy of law that arise in the practice of law. Students must have completed four philosophy courses, one at the 300 level, before applying for the internship. No more than six credits will be allowed toward graduation. A member of the department of philosophy will supervise the internship.

Prerequisite(s): juniors and seniors with a minimum of 2.7 cumulative GPA and 3.0 GPA in philosophy, or permission of the department of philosophy.

POL 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS 325. Students may not get credit for both HLS 325 and POL 325.

POL 327 Contemporary Issues in American Public Policy 3 Credits

An in-depth examination of current issues in American politics. Drunk driving, political corruption, drug policy, education, and poverty are among the issues to be considered. Emphasis on analyzing policy problems and on developing and evaluating proposed solutions.

POL 335 Urban Politics 3 Credits

Political structure and administration of municipalities in the United States. Emphasis on problems posed by suburbanization, global and regional shifts in business, economic dislocation, housing, race relations, and policing.

POL 345 Justice 3 Credits

The existence of society over time requires high degree of predictability and hence laws, whether explicit or implicit. These derive their capacity to regulate life from the widespread notion that they are proper and that they should be obeyed. In a word, they accord to our notions of justice. These, however, are not stable. Resting on the understandings of man, society, nature and the relations between them, they develop under the impact of human thought and changing realities. The result is what can be compared to a layered cake. This course treats some of the main contributions made by philosophers from Plato to Rawls to our concept of justice and the manner by which they have shaped our concepts of justice in the US and West in general. Cases in which courts (mainly the US Supreme Court) made use and applied the thinking of earlier philosophies of justice will illustrate the process by which we adjust the boundaries between legality and criminality and determine how we should behave towards each other.

POL 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold World War. Note: This course is cross-listed as HLS 350, GLS 350. Students may get credit for only one.

POL 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

POL 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breath and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as HLS 363. Students may not get credit for both HLS 363 and POL 363.

POL 491 Internship in Political Science 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 491 Internship in Psychology 1-4 Credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology. Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.

Prerequisite(s): senior psychology majors or minors.

SOC 205 Families 3 Credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

Prerequisite(s): SOC 101.

SOC 207 Racial and Ethnic Relations 3 Credits

Examines the social origins of prejudice and discrimination, and analyzes intergroup trends in conflict, competition, and cooperation. Considers issues of immigration, economic and political power, and ethnic, racial, and religious pluralism.

Prerequisite(s): SOC 101.

SOC 245 Social Problems 3 Credits

American social, economic, and political institutions and their interrelationships are analyzed, with an emphasis on the causes, directions, and consequences of social change in American society.

Prerequisite(s): SOC 101.

SOC 308 Cities And Suburbs 3 Credits

Examines the growth of an urban way of life under the influence of industrialism. Study of community, political, and economic institutions in cities. Comparisons between urban and suburban areas.

Prerequisite(s): SOC 101.

SOC 312 Women in Society 3 Credits

Examines changes in women's roles and in male-female relationships. Focuses on impact of law, economy and social movements in shaping women's positions as wives and as workers. Explores theories and evidence concerning the nature and extent of sex differences. Attention to women's socialization through language, schools and media.

Prerequisite(s): SOC 101.

SOC 330 Class and Economic Inequality 3 Credits

Social, economic, and political aspects of the division of society into classes are considered. Theories of stratification and the distribution of wealth, power, and prestige in societies past and present are examined.

Prerequisite(s): SOC 101.

SOC 350 Social Policy 3 Credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

Prerequisite(s): SOC 101.

SOC 340 Power and Politics 3 Credits

Examines the nature and distribution of power in contemporary societies; analyzes the relationships between power and politics.

Prerequisite(s): SOC 101.

SOC 396 Applied Sociology 3 Credits

Shows how sociology can be applied in work settings. As participant observers in organizations related to their career objectives, students learn to apply sociological knowledge, perspectives, and skills. In class meetings and individual consultations with the instructor, students examine the applied dimensions of sociology, the uses of sociology in various occupations, the ethical issues involved in applied sociology, and the culture and structure of their work organization.

Prerequisite(s): SOC 101.

Earth and Environmental Sciences

Program Overview

The earth and environmental sciences minor, offered by the Department of Geological, Environmental, and Marine Sciences (GEMS), introduces students to basic geological and environmental principles, as well as advanced topics that unite the two disciplines. This minor not only helps students analyze and learn more about the multitude of the earth's functions, but also what the ever-changing face of environmentalism says about society and how students can help promote positive environmental change.

Minor Offered

- Minor in Earth and Environmental Sciences

Contact

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Program Website: GEMS (<http://www.rider.edu/gems>)

Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS)

Related Programs

- Environmental Sciences (p. 372)
- Environmental Studies (p. 380)
- Geosciences (p. 412)
- Integrated Sciences and Math (p. 452) (p. 380)
- Liberal Studies: Marine Ecological Emphasis (p. 473)
- Marine Sciences (p. 477)

Requirements for the Minor

(23-24 credits)

Geosciences and Environmental Sciences majors may not select this minor.

Code	Title	Credits
ENV 100	Introduction to Environmental Sciences	4
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
GEO 350	Soil and Surficial Processes	4
GEO 407	Hydrology and Water Resources	4
MAR 210	Marine Life Through Time	4
Electives		3-4

Select one of the following:	
ENV 200	Statistical and Computer Applications in the Natural Sciences
ENV 205/GLS 205	Introduction to Geographic Information Systems
ENV 220	Weather and Climate Change
ENV 375	Environmental Biogeochemistry
GEO 168	Mesozoic Ruling Reptiles
GEO 201	Elements of Mineralogy
GEO 306	Sedimentology and Stratigraphy
Total Credits	23-24

ENV 100 Introduction to Environmental Sciences 4 Credits

Examines how ecosystems function, with emphasis on the interactions between biological organisms and their physical environment, and the chemical processes that govern these interactions. The impact of human populations on natural ecosystems is investigated in detail using case studies from history and current events. The laboratory provides for hands-on experiences and/or short field trips to local sites for a better understanding of many of the concepts discussed. Weekday and weekend field trips may be required. Three hours of lecture and one three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): ENV 100L.

ENV 100L Introduction to Environmental Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 100.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

ENV 375 Environmental Biogeochemistry 3 Credits

This course examines the biogeochemical interactions among various environmental components, including water, rock, soil, organisms, and atmosphere. Covered topics focus on the relation between the biosphere and changes in the Earth's environment and atmosphere. The transfer of energy and nutrients within terrestrial ecosystems also is explored. Case studies from various examples will be used to understand ecosystem dynamics. Long-term environmental change and present-day ecosystem restoration activities are examined in the context of biotic offsets and land-use planning. The biogeochemical cycles of some environmentally sensitive compounds and elements in natural systems, such pesticides, mercury, and lead, also may be examined. Three hours of lecture per week.

Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121, CHE 122, CHE 123.

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 168 Mesozoic Ruling Reptiles 3 Credits

This course provides an introduction to the vertebrate groups that dominated the land (Dinosaurs), the seas (Mosasaurs, Plesiosaurs, Pliosaurus, Tylosaurus, and Ichthyosaurs) and the skies (Pterosaurs, Pterodactyls) during the Mesozoic Era (65-250 million years ago). Students study the diversity of skeletal architectures and their reconstructed function and the often controversial, inferred anatomy, physiology, reproductive strategy, habit, and social behaviors of these animals that are different from mainstream reptiles, birds, and mammals. They also learn about the paleogeographical, and paleoclimatological conditions that facilitated the evolutionary rise to dominance and diversification of these vertebrate groups and the debated causes of their eventual extinction. These topics also serve to illustrate how the scientific approach works and how competing hypotheses are evaluated. Three hours of lecture per week. Weekend field trips may be required.. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 201 Elements of Mineralogy 4 Credits

The physical properties, chemistry, atomic structure, crystallography, uses, and environmental impacts of important minerals of the lithosphere and biosphere are presented. In addition, lab assignments and exercises emphasize crystal symmetry and chemistry; polarizing microscope, ICP, and x-ray analytical techniques; the graphical display and interpretation of compositional data; optical properties of isotropic and uniaxial minerals; and the identification of mineral hand specimens. Three hours of lecture and one three-hour lab per week. At least one weekend field trip required. **Prerequisite(s):** GEO 100 or GEO 113, CHE 120, CHE 121 taken prior or concurrently; or permission of instructor.

Corequisite(s): GEO 201L.

GEO 201L Elements of Mineralogy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 201.

GEO 306 Sedimentology and Stratigraphy 4 Credits

The principles of weathering, erosion, transportation, and deposition of sediment are the focus of this course. Sediment characteristics are examined to identify the processes involved in transporting grains and the specific environment in which the grains were deposited. Students will learn how to collect, analyze, and interpret sedimentary data and how to interpret surface and subsurface stratigraphic data using various techniques, such as lithostratigraphic, biostratigraphic, and geophysical, correlations. Field trips will expose students to different sedimentary environments and provide opportunities for students to learn how to conduct fieldwork. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. **Prerequisite(s):** GEO 100.

Corequisite(s): GEO 306L.

GEO 306L Sedimentology and Stratigraphy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 306.

GEO 350 Soil and Surficial Processes 4 Credits

This course examines the physical, chemical, hydrological, and biological aspects of soil and their relation to geomorphologic development. Specific topics include descriptions of soil texture and structures, soil classification, soil colloids, soil redox and pH, and their effect on vadose zone water chemistry. Soil genesis and erosion controls, microbiology/ecology, nutrient cycles, and modern soil pollution from sludge and pesticide applications, as well as domestic and industrial chemical spills, also are discussed. The lab portion of the course introduces the basic techniques of soil analysis, both physical and chemical, and field survey methods. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** GEO 100 or GEO 113, and GEO 102.

Corequisite(s): GEO 350L.

GEO 350L Soil and Surficial Processes Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 350.

GEO 407 Hydrology and Water Resources 4 Credits

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** GEO 100 or GEO 113, GEO 102, and MTH 105.

Corequisite(s): GEO 407L.

GEO 407L Hydrology and Water Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 407.

MAR 210 Marine Life through Time 4 Credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

Economics

Program Overview

Rider's economics students master the tools needed to succeed in their careers and in their lives. Studying economics helps develop skills for careers in business, law, teaching, public administration and research, while also building an understanding of contemporary social issues. In this challenging world, few areas of study are more relevant and essential than economics.

Rider economics majors are in demand among consulting firms, corporations, private banking and financial institutions, government agencies and non-profit agencies. Many graduates begin their careers as analysts, then progress to management positions in business and government. An undergraduate degree in economics from Rider provides outstanding preparation for graduate study in economics, business and law.

Curriculum Overview

Our economics program offers a flexible curriculum that allows you to target your specific career goals, whether you are a business or liberal arts major. The program offers a Bachelor of Science through the College of Business Administration, or a Bachelor of Arts through the College of Liberal Arts, Education and Sciences.

The curriculum allows students to select classes based on their area of interest. For example, a B.A. in economics with a minor in political science provides an excellent foundation for a career in law or politics.

Students with a double major in economics (B.S.B.A.) and finance are prepared for careers in the financial and corporate sectors.

Studies center on macroeconomics and microeconomics. Students become trained in economic theory while learning how to apply principles and concepts to specific problems. This is done via small class sizes so that students can interact closely with faculty.

A minor in economics also is available, allowing students from different fields of study international economics, public policy and economic theory.

Degree Offered

- B.S.B.A. in Economics
- B.A. in Economics

Contact

Anne Carroll, Ph.D.

Associate Professor and Chairperson

Sweigart Hall 255

609-895-5555

carroll@rider.edu

Program website: Economics (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs-0/economics>)

Requirements for the Major

(39 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Economics		
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3
ECO 210	Intermediate Macroeconomics	3
ECO 211	Intermediate Microeconomics	3
Six economics electives		18
Computer Information Systems and Management Sciences		
CIS 185	Information Systems Essentials	3
MSD 200 & MSD 201	Statistical Methods I and Statistical Methods II	6
Total Credits		39

For graduation, the student must achieve a 2.0 cumulative average in all courses in the major, with no grade less than a "C-".

Requirements for the Minor

(18 credits)

Code	Title	Credits
ECO 200	Principles of Macroeconomics	3
ECO 201	Principles of Microeconomics	3
Select four economics courses, three of which must be at the 300-level or above		12
Total Credits		18

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
CIS 185	Information Systems Essentials	3

ECO 200	Principles of Macroeconomics ((Social Science Core Course 1 of 2))	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Social Science Core Course (2 of 2)		3
ECO 201	Principles of Microeconomics	3
MSD 200	Statistical Methods I	3
Semester Credit Hours		15
Year 2		
Fall Semester		
Fine Arts Core Course		3
Foreign Language Level I ¹		3
Natural / Physical Science Core Course (1 of 2)		3
ECO 211	Intermediate Microeconomics	3
MSD 201	Statistical Methods II	3
Semester Credit Hours		15
Spring Semester		
Foreign Language Level 2		3
Natural / Physical Science Core Course (2 of 2)		3
Philosophy Core Course (Any PHL course or AMS 227)		3
ECO 210	Intermediate Macroeconomics	3
LAS Elective Course ²		3
Semester Credit Hours		15
Year 3		
Fall Semester		
Literature Core Course		3
Two Major Elective Courses		6
Two LAS Elective Courses		6
Semester Credit Hours		15
Spring Semester		
Two Major Elective Courses		6
Three Elective Courses		9
Semester Credit Hours		15
Year 4		
Fall Semester		
Two Major Electives		6
Three Elective Courses		9
Semester Credit Hours		15
Spring Semester		
Five Elective Courses		15
Semester Credit Hours		15
Total Credit Hours for Graduation		120

Notes:

1. For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement> .
2. Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 210 Intermediate Macroeconomics 3 Credits

An analytical study of modern aggregate economic theory. Emphasizes the measurement and determination of income, employment, and price levels, as well as economic policy in theory and practice.

Prerequisite(s): ECO 200 and ECO 201.

ECO 211 Intermediate Microeconomics 3 Credits

This course is designed to give the student a thorough understanding of microeconomic theory. As such, the course will analyze the behavior of both consumers and producers, and how this behavior determines the price and quantity observed in the market. The course objective is to provide students with the necessary theoretical background to enable them to solve meaningful and practical problems. Thus, the course is both theoretical and applied in its orientation. The course will emphasize that economic theory can be used not only to solve market oriented problems, but social and public policy problems as well.

Prerequisite(s): ECO 200 and ECO 201.

ECO 300 Business Analysis/Forecast 3 Credits

Business conditions change daily. Students study them as they change, learning to understand them in the light of economic theory, learning how each part of the economy is affected, and learning the advantages and limitations of the most reliable forecasting methods.

Prerequisite(s): ECO 200, MSD 201.

ECO 301 Managerial Economics 3 Credits

Intensively examines the theory of the firm with applications to the solution of such managerial problems as demand forecasting, the nature and behavior of costs, and product pricing. Introduces the use of simple mathematical and statistical tools that are employed with economic analysis for solving managerial problems.

Prerequisite(s): ECO 200 and ECO 201 and MSD 201 or permission of instructor.

ECO 305 Internatl Trade and Investment 3 Credits

Studies the theory, institutions, and structures underlying the international flow of trade and investment. Topics are: the theory of international trade; balance of payment analysis; the international monetary system; adjustment to balance of payment disequilibrium; regional economic integration; the economic effects of trade restrictions; and trade and foreign investment problems of developing nations.

Prerequisite(s): ECO 200 and ECO 201.

ECO 315 Comparative Economic Systems 3 Credits

Provides a conceptual framework for classifying and comparing economic systems. Presents theory of the capitalist market economy and case studies of the U.S., Japanese, French, and Swedish economies. Examines theory of the centrally planned economy, its transition, and case studies of the Soviet and its successor states, Chinese, and East European economies. Case studies are necessarily limited, concentrating on selected topics, such as transition strategies, industrial policy, etc.

Prerequisite(s): ECO 200 and ECO 201.

ECO 325 Industrial Organization 3 Credits

Explores the relationship between market structure and performance. Topics include concentration in individual industries, product differentiation and entry barriers, pricing and marketing policies, and antitrust policies and their consequences.

Prerequisite(s): ECO 200 and ECO 201.

ECO 326 Economics of Sports 3 Credits

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association.

Prerequisite(s): ECO 201.

ECO 330 Labor Market Analysis 3 Credits

Intensive study of the economics of the labor market, which examines the determinants of labor supply and demand, and market equilibrium in the labor market. This enables the student to understand what determines wages, labor force participation, occupational choice, the extent of education and training, unemployment, poverty, union membership, and discrimination in the labor market.

Prerequisite(s): ECO 200 and ECO 201.

ECO 335 Economics of the Public Sector 3 Credits

Analyzes the economic roles of government: allocation; distribution; and stabilization. The course examines the tools used by governments, especially the federal government, such as taxation, expenditures, regulations and laws in order to achieve economic goals. The course will give special attention to social regulation.

Prerequisite(s): ECO 200 and ECO 201.

ECO 336 Economics of Health Care Sys 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomic tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

Prerequisite(s): ECO 201 or HTH 205.

ECO 365 Post-Soviet Economy 3 Credits

Studies the contemporary post-Soviet economic system, with emphasis on institutions, policies and issues related to business opportunities in this area. Topics covered include the historic, geographic, political, and cultural setting, planning and plan implementation in the traditional system, current reforms and prospects for the future, with special reference to the foreign trade institutions and experience of foreign firms doing business in the post-Soviet Union and Eastern European countries.

Prerequisite(s): ECO 200 and ECO 201 or permission of instructor.

ECO 450 Seminar in Economic Research 3 Credits

Students in the course learn to conduct economic research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Students are permitted to take ECO 450 up to two times for credit.

Prerequisite(s): Permission of instructor.

ECO 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

ECO 491 Internship/Independent Study 3 Credits

This course is available to qualified economics majors and minors. Evaluation is based on a performance appraisal provided by the participating firm and a project/paper judged by the major's internship director. This course can be used as a business or free elective. Grading is done on a pass/fail basis.

Prerequisite(s): Permission of instructor.

English

Program Overview

English majors at Rider develop creativity and skills in language, writing, analysis, and critical thinking by taking both literature, writing, and cinema courses. English majors receive attention and support from devoted faculty who help them develop their talents and skills as they learn to write intelligently and persuasively, to read with pleasure and understanding and to strengthen the powers of their imaginations.

On the pragmatic level, employers actively seek employees with critical thinking and writing skills. English majors go on to be authors, editors, journalists, teachers, professors, librarians, executives, and lawyers. They work in publishing, media, public relations, and other areas. Graduates of the English Department have published poetry, fiction, plays, and screenplays.

More than just a curriculum, we sponsor social gatherings, networking opportunities, a speaker series, a literary magazine, poetry and fiction

readings, film screenings, a newsletter, and two English Clubs, including an English SGA organization and Sigma Tau Delta Honor Society.

Curriculum Overview

English majors can focus their studies in the literature concentration or the writing concentration. Both concentrations offer substantial grounding in the rich heritage of world literature and in the cultural diversity of contemporary life. The cinema studies concentration is also an option for English majors, if they wish to focus on film analysis.

Literature Concentration

Students who are primarily interested in literature can choose from a wide variety of courses and subjects ranging from the Anglo-Saxon epic, *Beowulf*, to poets and novelists of the 21st Century, from 19th-century American slave narratives to dramatic and fictional works by Shakespeare, Woolf, Faulkner and Hurston.

Writing Concentration

Those who want to primarily develop their writing can choose a concentration offering intensive instruction in many kinds of writing, including creative writing (fiction, nonfiction, and poetry), critical reviewing and business writing.

Cinema Studies Concentration

Those who are drawn to film might choose a concentration in cinema studies and enroll in a variety of classes on film analysis, history, and theory, courses which also emphasize interpretive and writing skills.

Honors Program in English

Qualified majors may apply for honors in their senior year. A student must have a 3.25 cumulative average and a 3.5 average in English. Upon approval from the Department of English, a candidate for honors enrolls in ENG 497 Advanced Study, writes a thesis, and submits it for departmental approval. The student must achieve a course grade of "B+" or better to graduate with honors in English.

Degree Offered

- B.A. in English

Contact

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Fine Arts 327
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Program Website: English (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/english>)
Associated Department: Department of English (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/english>)

Related Programs

- Communication Studies (p. 331)
- Education (p. 201)
- Journalism (p. 461)
- Philosophy (p. 494)

- Psychology (p. 525)

English Major Requirements

All declared English majors and minors must take the departmental gateway courses as prerequisites to upper-level major courses. The gateway courses should be taken in the sophomore year. All transfers into the major must take the gateway courses in the first two semesters after their transfer. (Transfer students may take the gateway courses concurrently with upper-level major courses.)

Majors and minors must receive a "C-" or above in each of the gateway courses to continue in the major. Those who receive a "C" or "C-" in any gateway course must meet with the individual professor teaching that course to discuss their academic progress. Majors and minors who receive a "D" or below in any gateway course must repeat the course and meet with the professor teaching that course. Gateway courses may be repeated only once in order to achieve a grade of "C-" or above. (The repeated course may be taken concurrently with other major courses.)

- Requirements for the Literature Concentration (p. 358)
- Requirements for the Writing Concentration (p. 359)
- Requirements for the Cinema Studies Concentration (p. 360)

Requirements for the Literature Concentration

(39 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Gateway Courses		9
English literature majors should take all Gateway Courses before they take 300- and 400- level courses		
ENG 240	Methods of Literary Analysis	
or ENG 245	Creativity	
ENG 250	Literary History I	
ENG 251	Literary History II ¹	3
Literature and Linguistics		
Select one of the following:		
ENG 236	Applied Grammar & Syntax	
ENG 336	Grammar and Style	
ENG 411	History of the Eng Language ¹	
Historical Surveys		9
Select three from the following, at least one from "Earlier" and one from "Later"		
Earlier		
ENG 331	Medieval Literature	
ENG 333	16th-Century Literature	
ENG 335	17th-Century Literature	
ENG 340	Restoration & 18th Century Lit	
ENG 354	Selected Topics in English	
ENG 350	Sex and Sin in Early American Literature	
Later		
ENG 345	Romantic Literature	
ENG 346	Victorian Literature,1830-1900	
ENG 351	19th-Century American Lit	
Ethnic and Global Literature ²		3

Select one from the following:

ENG 337	Global Literature
ENG 344	Biblical and Classical Influence in Literature
ENG 445	Sem in Black/Multi-Ethnic Lit ¹

Students must take a total of six credits, distributed according to their preference, from the following two categories:

Genre/Sub-Genre Courses ² 6

Select one, two, or three from the following:

ENG 362	The Novel
ENG 363	The Drama
ENG 364	The Poem
ENG 365	Short Fiction
ENG 371	Classics of Children's Lit
ENG 372	Child Lit:Adolescent Exper
ENG 384	Film Adaptation

Theoretical & Methodological Approaches ²

Select one, two, or three from the following:

ENG 316	Theories of Writing & Tutoring
ENG 375	Literature and Sexuality

Major Author Seminars 3

Select one from the following:

ENG 425	Seminar in Shakespeare
ENG 435	Seminar In Milton
ENG 455	Seminar in Chaucer
ENG 465	James Joyce

ALSO must take 2 FREE ELECTIVES 6

Total Credits 39

¹ Secondary education and English double majors are required to select either ENG 336 or ENG 411, AND either ENG 337 or ENG 445 .

² **English majors concentrating in literature may also take:**

- ENG 354 - ENG 361 Selected Topics in English (for 3 credits) to fulfill course requirements in the category designated as appropriate by the English Dept as the time such courses are offered
- **ENG 495** Honors Capstone (for 3 credits) if qualified - **OR ENG 490** Independent Study (for 3 credits) **AND ONE OTHER ENG** course from any ENG major concentration assuming that prerequisites, if any, are met
- **OR - 2 ENG** courses from any ENG major concentration, assuming that prerequisites, if any, are met.

Requirements for the Writing Concentration

(39 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Gateway Courses		12
English writing majors should take all Gateway Courses before they take 300- and 400- level courses.		
ENG 206	Introduction to Creative Writing	
ENG 240	Methods of Literary Analysis	
or ENG 245	Creativity	
ENG 250	Literary History I	
ENG 251	Literary History II	

Literature Courses 6

Select two of the following:

ENG 331	Medieval Literature
ENG 333	16th-Century Literature
ENG 335	17th-Century Literature
ENG 337	Global Literature
ENG 340	Restoration & 18th Century Lit
ENG 344	Biblical and Classical Influence in Literature
ENG 345	Romantic Literature
ENG 346	Victorian Literature,1830-1900
ENG 350	Sex and Sin in Early American Literature
ENG 351	19th-Century American Lit
ENG 354	Selected Topics in English
ENG 371	Classics of Children's Lit
ENG 372	Child Lit:Adolescent Exper
ENG 375	Literature and Sexuality
ENG 425	Seminar in Shakespeare
ENG 435	Seminar In Milton
ENG 441	Seminar in American Lit
ENG 443	Seminar in Literary Modernism
ENG 445	Sem in Black/Multi-Ethnic Lit ¹
ENG 455	Seminar in Chaucer

Genre/Seminar Courses 3

Select one of the following:

ENG 362	The Novel
ENG 363	The Drama
ENG 364	The Poem
ENG 365	Short Fiction
ENG 381	Studies in Film Genre
ENG 384	Film Adaptation

Writing Courses 15

Select five courses from the following:

ENG 236	Applied Grammar & Syntax
ENG 303	Creative Writing: Poetry
ENG 304	Creative Writing: Fiction
ENG 305	Creative Writing: Nonfiction
ENG 311	Creative Writing: Playwriting
ENG 312	Creative Writing: Screenwriting
ENG 313	Creative Writing: Experimental Writing
ENG 315	Topics in Specialized Writing
ENG 316	Theories of Writing & Tutoring
ENG 318	Food Writing
ENG 321	Business & Professional Contexts
ENG 322	Grant Proposals, Fundraising and Development
ENG 323	Reviewing and Publishing
ENG 324	Workplace Writing: Online Contexts
ENG 336	Grammar and Style

Writing Courses 3

Select 1 from the following:

ENG 400	Creative Writing: Advanced Creative Writing
ENG 405	Advanced Prose Style
ENG 407	Advanced Workplace Writing

ENG 411	History of the Eng Language	
ENG 490	Independent Study: Research and Creative Expression ²	
ENG 491	Internship in Writing and Publishing ²	
ENG 497	Advanced Study	
Total Credits		39

- ¹ Secondary Education-English majors are required to select either ENG 336 or ENG 411, **AND** either ENG 337 or ENG 445 .
- ² **English Majors concentrating in writing may also take:**
 - ENG 354 - ENG 361 Selected Topics in English (for 3 credits) to fulfill course requirements in the category as appropriate by the English Dept at the time such courses are offered
 - ENG 490 Independent Research and Study (for 3 credits)
 - ENG 491 Internship in Writing and Publishing (for 1-4 credits) with permission

Requirements for the Cinema Studies Concentration
(39 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Gateway Courses		9
English cinema studies majors should take all Gateway Courses before they take 300- and 400- level courses.		
ENG 250	Literary History I	
ENG 251	Literary History II	
ENG 284	Language of Film Analysis	
Film History I Courses		3
Select a minimum of one from the following:		
ENG 281	Global Film History: Origins to 1960	
ENG 285	Ameri Film Hist: Origins-1960	
Film History II Courses		3
Select a minimum of one from the following:		
ENG 282	Global Film History: 1961 to Present	
ENG 286	Amer Film Hist:1961-Present	
Genre/Literature Courses ¹		6
Select a minimum of two from the following:		
ENG 331	Medieval Literature	
ENG 332	British Literature, 20th-Century to Present	
ENG 346	Victorian Literature,1830-1900	
ENG 351	19th-Century American Lit	
ENG 357	American Literature, 20th century to Present	
ENG 362	The Novel	
ENG 363	The Drama	
ENG 365	Short Fiction	
ENG 371	Classics of Children’s Lit	
ENG 372	Child Lit:Adolescent Exper	
ENG 425	Seminar in Shakespeare	
ENG 445	Sem in Black/Multi-Ethnic Lit	
Elective Writing Courses		
ENG 322	Grant Proposals, Fundraising and Development	
ENG 323	Reviewing and Publishing	

Cinema Studies Courses		15
Select five courses from the following at least three of which must be ENG cinema courses:		
ENG 381	Studies in Film Genre	
ENG 382	Comparative Film Directors	
ENG 383	Global Cinemas	
ENG 384	Film Adaptation	
ENG 312	Creative Writing: Screenwriting ³	
FMS 286	Writing Shortscreen Plays for Digital Cinema ³	
FMS 342	Artists of the Cinema	
AMS 215	Alfred Hitchcock in America	
FRE 422	Cultural Express in French Film and Television	
LIT 322	German Lit & Film in Eng Trans	
SPA 412	Hispanic Theater and Film (knowledge of Spanish language required)	
SPA 426	Latin American/Latino Film and Fiction	
Elective Honors Capstone		3
ENG 484	Seminar in Cinema Studies	
ENG 490	Independent Study: Research and Creative Expression ⁴	
Total Credits		39

- ¹ Special Topics in any given semester may be approved by the Department of English to fulfill course requirements within the concentration.
- ² **English majors concentrating in cinema studies may also take:**
 - ENG 354 - ENG 361 Selected Topics in English (for 3 credits) to fulfill course requirements in the category designated as appropriate by the English Dept at the time such courses are offered
 - ENG 490 Independent Research and Study (for 3 credits)
 - ENG 491 Internship in Writing and Publishing (for 1-4 credits) with permission
- ³ Students may choose to take either **ENG 312** or **FMS 286**
- ⁴ The Independent Research and Study must be applicable to Cinema Studies and could result in a major research paper; a full-length screenplay; a short film production project, including a screenplay authored by the student.

English Minor Requirements

- Requirements for the Minor with a Concentration in Literature (p. 360)
- Requirements for the Minor with a Concentration in Writing (p. 361)
- Requirements for the Minor with a Concentration in Cinema Studies (p. 361)
- Requirements for the Minor in Advertising through College of Business Administration (p. 362)

Requirements for the Minor with a Concentration in Literature
(18 credits)

Code	Title	Credits
Gateway Courses		
English Literature Minors should take Gateway Courses before they take 300- and 400- level courses.		
Select 2 of the following:		6

ENG 240	Methods of Literary Analysis	
or ENG 245	Creativity	
ENG 250	Literary History I	
-or-		
ENG 251	Literary History II	
Electives		
Select 4 of the following: (either all 4 literature, or 3 literature and 1 language course)		12
ENG 331	Medieval Literature	
ENG 333	16th-Century Literature	
ENG 335	17th-Century Literature	
ENG 340	Restoration & 18th Century Lit	
ENG 344	Biblical and Classical Influence in Literature	
ENG 345	Romantic Literature	
ENG 346	Victorian Literature, 1830-1900	
ENG 332	British Literature, 20th-Century to Present	
ENG 351	19th-Century American Lit	
ENG 357	American Literature, 20th century to Present	
ENG 354	Selected Topics in English	
ENG 362	The Novel	
ENG 363	The Drama	
ENG 364	The Poem	
ENG 365	Short Fiction	
ENG 371	Classics of Children's Lit	
ENG 372	Child Lit: Adolescent Exper	
ENG 375	Literature and Sexuality	
ENG 384	Film Adaptation	
ENG 425	Seminar in Shakespeare	
ENG 435	Seminar In Milton	
ENG 441	Seminar in American Lit	
ENG 455	Seminar in Chaucer	
ENG 445	Sem in Black/Multi-Ethnic Lit	
ENG 465	James Joyce	
Language-based Courses		
Select no more than one		
ENG 236	Applied Grammar & Syntax	
ENG 316	Theories of Writing & Tutoring	
ENG 336	Grammar and Style	
ENG 411	History of the Eng Language	
Total Credits		18

¹ **ENG 345-361** Selected Topics in English (for 3 credits) may also be selected to fulfill requirements in the category designated as appropriate by the English Dept at the time such courses are offered.

Requirements for the Minor with a Concentration in Writing

(18 credits)

Code	Title	Credits
Gateway Courses		
English Writing Minors should take all Gateway Courses before they take 300- and 400- level courses.		9

ENG 206	Introduction to Creative Writing	
ENG 250	Literary History I	
ENG 251	Literary History II	
Writing Courses		
Select three of the following:		9
ENG 236	Applied Grammar & Syntax	
ENG 303	Creative Writing: Poetry	
ENG 304	Creative Writing: Fiction	
ENG 305	Creative Writing: Nonfiction	
ENG 311	Creative Writing: Playwriting	
ENG 312	Creative Writing: Screenwriting	
ENG 313	Creative Writing: Experimental Writing	
ENG 315	Topics in Specialized Writing	
ENG 316	Theories of Writing & Tutoring	
ENG 318	Food Writing	
ENG 321	Business & Professional Contexts	
ENG 322	Grant Proposals, Fundraising and Development	
ENG 323	Reviewing and Publishing	
ENG 324	Workplace Writing: Online Contexts	
ENG 336	Grammar and Style	
ENG 400	Creative Writing: Advanced Creative Writing	
ENG 405	Advanced Prose Style	
ENG 407	Advanced Workplace Writing	
ENG 411	History of the Eng Language	
ENG 490	Independent Study: Research and Creative Expression	
ENG 491	Internship in Writing and Publishing	
Total Credits		18

¹ **ENG 354-361** Selected Topics in English (for 3 credits) to fulfill course requirements in the category designated as appropriate by the English Dept at the time such courses are offered

Requirements for the Minor with a Concentration in Cinema Studies

(18 credits)

Code	Title	Credits
Gateway Courses		
English Cinema Studies Minors should take required Gateway Courses before they take 300- and 400- level courses.		6
ENG 284	Language of Film Analysis	
ENG 250	Literary History I	
- or -		
ENG 251	Literary History II	
Film History Courses		
Select one of the following:		3
ENG 281	Global Film History: Origins to 1960	
ENG 282	Global Film History: 1961 to Present	
ENG 285	Ameri Film Hist: Origins-1960	
ENG 286	Amer Film Hist: 1961-Present	
Genre/Literature Courses		
Select a minimum of one of the following:		3

ENG 331	Medieval Literature
ENG 346	Victorian Literature,1830-1900
ENG 351	19th-Century American Lit
ENG 357	American Literature, 20th century to Present
ENG 332	British Literature, 20th-Century to Present
ENG 362	The Novel
ENG 363	The Drama
ENG 365	Short Fiction
ENG 371	Classics of Children's Lit
ENG 372	Child Lit:Adolescent Exper
ENG 425	Seminar in Shakespeare
ENG 445	Sem in Black/Multi-Ethnic Lit

Cinema Studies Courses

Select a minimum of two of the following:		6
ENG 312	Creative Writing: Screenwriting	
ENG 381	Studies in Film Genre	
ENG 382	Comparative Film Directors	
ENG 383	Global Cinemas	
ENG 384	Film Adaptation	
ENG 484	Seminar in Cinema Studies	
AMS 215	Alfred Hitchcock in America	

Total Credits 18

- ¹ Special Topics courses that may be approved by the Department of English to fulfill course requirements within the concentration.
- ² **English majors concentrating in cinema studies may also take:**
ENG 354-361 Selected Topics in English (for 3 credits) to fulfill course requirements in the category designated as appropriate by the English Dept at the time such courses are offered.
ENG 490 Independent Research and Study (for 3 credits)
ENG 491 Internship in Writing and Publishing (for 1-4 credits) with permission

Requirements for the Advertising Minor

(27 credits)

The College of Business Administration offers a minor in advertising available to English majors.

Code	Title	Credits
COM 212	Publication Design	3
or CIS 260	Business Graphics	
MKT 200	Marketing Principles	3
MKT 320	Consumer Behavior	3
MKT 205	Advertising Principles	3
ADV 311	Advertising Copy and Layout	3
MKT 375	Digital Advertising and Social Media	3
ADV 435	Advertising Campaigns	3
ENG 321	Business & Professional Contexts	3
or ENG 324	Workplace Writing: Online Contexts	
Select one of the following:		3
ENG 304	Creative Writing: Fiction	
ENG 305	Creative Writing: Nonfiction	
ENG 311	Creative Writing: Playwriting	

ENG 312	Creative Writing: Screenwriting
ENG 322	Grant Proposals, Fundraising and Development
ENG 323	Reviewing and Publishing

Total Credits 27

Students must achieve a minimum GPA of 2.0 in the minor with no grade lower than a “C-”.

Academic Plan of Study

- English with Literature Concentration (p.)
- English with Writing Concentration (p.)
- English with Cinema Studies Concentration (p.)

Academic Plan for English with Literature Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year, who change their major, or those who transfer to Rider will follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
Social Perspectives Course		3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
Foreign Language Course		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Scientific Perspectives		3
Social Perspectives		3
Foreign Language		3
Semester Credit Hours		15
Year 2		
Fall Semester		
ENG 240	Methods of Literary Analysis	3
ENG 250	Literary History I	3
Philosophical Perspectives		3
Aesthetic Perspectives: Literature		3
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
ENG 251	Literary History II	3
Four Elective Courses ²		12
Semester Credit Hours		15

Year 3

Fall Semester

ENG 300 Level Required Course (Lang & Ling/Historical Survey Category)	3
ENG 300 Level Required Course (Lang & Lng/Historical Survey Category)	3
ENG 300 Level Required Course (Genre/Theoretical/Sub-Genre Category)	3
Two Elective Courses ²	6
Semester Credit Hours	15

Spring Semester

ENG 300 Level Required Course (Lang & Lng/Historical Survey Category)	3
ENG 300 Level Required Course (Lang & Lng/Historical Survey Category)	3
Three Elective Courses ²	9
Semester Credit Hours	15

Year 4

Fall Semester

ENG 300 Level (Genre/Theoretical/Sub-Genre Category)	3
ENG 300 or 400 Level (Any Category)	3
Three Elective Courses ²	9
Semester Credit Hours	15

Spring Semester

ENG 400 Level Course (Seminar Category)	3
ENG 400 Level Course (Any Category)	3
Three Elective Courses ²	9
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For course placement information please visit <http://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>. (<http://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>)

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ Literature core requirement included in the major.

Academic Plan for English with Writing Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
Social Perspectives		3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
Foreign Language		3

NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

ENG 206	Introduction to Creative Writing	3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Social Perspectives		3
Foreign Language		3
Semester Credit Hours		15

Year 2

Fall Semester

ENG 240	Methods of Literary Analysis	3
ENG 250	Literary History I	3
Philosophical Perspectives		3
Aesthetic Perspectives: Fine Arts		3
Scientific Perspectives		3
Semester Credit Hours		15

Spring Semester

ENG 251	Literary History II	3
ENG 300 Level Writing/Genre Course		3
Scientific Perspectives		3
Two Elective Courses ²		6
Semester Credit Hours		15

Year 3

Fall Semester

ENG 300 Level Writing/Genre Course		3
ENG 300 Level Literature Course		3
Three Elective Courses ²		9
Semester Credit Hours		15

Spring Semester

ENG 300 Level Writing/Genre Course		3
ENG 300 Level Literature Course		3
ENG 300 Level Writing/Genre Course		3
Two Elective Courses ²		6
Semester Credit Hours		15

Year 4

Fall Semester

ENG 300 Level Writing Course		3
ENG 300 Level Writing Course		3
Three Elective Courses ²		9
Semester Credit Hours		15

Spring Semester

ENG 400 Writing Course		3
Four Elective Courses ²		12
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ For course placement information please visit <http://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ Literature core requirement included in the major.

Academic Plan for English with Cinema Studies Concentration

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
Social Perspectives		3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
Foreign Language		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Philosophical Perspectives		3
Social Perspectives		3
Foreign Language		3
Semester Credit Hours		15
Year 2		
Fall Semester		
ENG 284	Language of Film Analysis	3
ENG 250	Literary History I	3
Film History I Course		3
Aesthetic Perspectives: Fine Arts		3
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
ENG 251	Literary History II	3
Scientific Perspectives		3
Film History II Course		3
Two Elective Courses ²		6
Semester Credit Hours		15
Year 3		
Fall Semester		
Select one of the following:		3
Film History I Course		
Film History II Course		
Any ENG 300 Level Cinema Studies Course		
Genre/Literature/Writing Course		3
Genre/Literature/Writing Course		3
Two Elective Courses ²		6
Semester Credit Hours		15

Spring Semester

Select one of the following:		3
Any ENG 300 Level Cinema Studies Course		
Film History I Course		
Film History II Course		
Genre/Literature Course		3
Three Elective Courses ²		9
Semester Credit Hours		15

Year 4

Fall Semester

Select one of the following:		3
Film History I Course		
Film History II Course		
Select one of the following:		3
ENG 484 Seminar in Cinema Studies		
Any 300 Level Cinema Studies Course		
Any 300 Level Cinema Studies/ Genre/Lit/Writing Course		3
Any 300 Level Cinema Studies/ Genre/Lit/Writing Course		3
One Elective Course ²		3
Semester Credit Hours		15

Spring Semester

Select one of the following:		3
Any ENG 300 Level Cinema Studies/Genre/Lit/Writing Course		
Elective Honors Capstone Course		
Select one of the following:		3
Film History I Course		
Film History II Course		
Any ENG 300 Level Cinema Studies/Genre/Lit/Writing Course		
Any 300 Level Cinema Studies/Genre/Lit/Writing Course		3
Two Elective Courses ²		6
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ For course placement information please visit <http://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ Literature general education requirement included in the major.

Courses and Descriptions

ENG 205 Understanding Literature 3 Credits

The novel, the short story, drama, and poetry are studied, with a view to the insights to be gained from literature. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 206 Introduction to Creative Writing 3 Credits

A workshop that introduces students to basic conventions and techniques of creative writing. Students will read and study published writing in multiple genres, such as short fiction, drama, poetry, and creative nonfiction, and write and revise their own creative pieces.

ENG 208 Arthurian Legends in Literature 3 Credits

The legends attached to King Arthur and the Knights of the Round Table have become cultural touchstones in England and the United States. This survey of medieval to contemporary Arthurian literature examines the legends and their written versions within their respective cultural, historical, philosophical and aesthetic contexts. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 210 Major American Authors 3 Credits

An introductory course focusing on major American poets, novelists, essayists, and playwrights. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 211 Major British Authors 3 Credits

An introductory course focusing on major British poets, novelists, essayists, and playwrights. Students will learn to understand, interpret, and evaluate literary works. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 213 Literature and Mythology 3 Credits

The interrelationships that exist between literary works and folklore, ritual, and religious scriptures and beliefs are explored. The primary emphasis is on analyzing the presence of mythic patterns in specific literary works; the secondary emphasis is on theories of mythology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 214 Monsters in Literature 3 Credits

This course examines various texts on the topic of monsters. Students read and watch films, and explore the answers to the following: Who are they? Undead, alien, satanic, outcast, hidden, hostile, tragic. Where are they? Crossroads, arctic wastes, moors, abandoned buildings, forests, outer reaches, inside. What do they want? Revenge, bodies, lives, escape, life, contact, humanity. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 215 Satire and Comedy 3 Credits

Explores these two related modes of literature with the primary emphasis on satire. Possible readings include works by Euripedes, Jonson, Shakespeare, Moliere, Voltaire, Pope, Swift, Dickens, Twain, Wilde, Waugh, Orwell, and Heller. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 217 Introduction To Shakespeare 3 Credits

Students in this course study Shakespearean drama on an introductory level through close reading, analysis, and discussion of selected plays. They learn the relevance and importance of Shakespeare's themes, characterizations, and imagery. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 218 Literature and the Environment 3 Credits

Students examine literature on important environmental issues, such as climate change, pollution, dams, oil pipelines, and nuclear energy. The class focuses on how literature, which may include fiction, poetry, drama, and essays, helps readers understand and grapple with these complex global challenges.

ENG 219 Literature and Violence 3 Credits

This course will examine and critique themes of violence that have become a pervasive and recurring artistic thread in classic literary texts. Through careful, close textual readings and critical analyses of thematically selected texts that contain multiple artistic representations of violence in varied literary genres, students will explore literary violence as a possible metaphor for understanding dimensions of power, control and dominance. In analytical studies of thematically selected texts, students will gain new insights and critical perspectives on modern American society and the social causes and ills of violence. Students will delve into the root, cause and meaning of violence and they will further grow to understand why and how violence still maintains a pervasive presence in their daily lives and in the very literature they read. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 220 Literature & Society 3 Credits

Literature is examined, emphasizing human behavior as it relates to such social phenomena as war, alienation, social disorganization, injustice, and poverty. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 221 Literature and Psychology 3 Credits

Students will study Freudian and other psychoanalytical concepts as they appear in literature, plus psychological patterns of behavior such as aggression, frustration, and submission, that have been utilized by creative literary artists to expand the reader's understanding of the human experience. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 222 Crime and Literature 3 Credits

This introductory course focuses on representations of crime in novels and short stories. The primary goal of this course is to equip you with the basic tools you need to interpret fiction. Examining how narrative elements such as plot, character, point of view, and setting function in literature will enable you to analyze, not just comprehend and summarize, fiction. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 224 Science Fiction 3 Credits

This course is designed to introduce students to science fiction, its major themes and preoccupations, as well as some of its significant authors and genres. It has been argued that science fiction or "speculative" fiction represents a viable way to make sense of our everyday world. Our primary focus, therefore, will be on how these texts—written and visual—help us understand our culture and ourselves through encounters with alien and unfamiliar worlds, species, and technology. By the end of the course, students are expected to be able to critically engage with science fiction, and to identify its broad cultural impact. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 226 Introduction to Film 3 Credits

Focuses on various cinematic techniques used to develop underlying thematic and symbolic concepts and to shape viewer response. Students will analyze classical and contemporary features for their masterful use of visual language.

ENG 228 Black American Lit 3 Credits

A survey of writings by black Americans, presented historically from early slave narratives through emancipation, reconstruction, the Harlem Renaissance, and literature from the 1930s to the present. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 229 Multi-Ethnic Literature in America 3 Credits

Surveys the literature of various ethnic groups including African Americans, American Indians, Asian Americans, Hispanic Americans, Jewish Americans and European Americans. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 230 Women In Literature 3 Credits

A range of literary presentations of the female experience and of the conditions of women's lives is explored. These works are placed in historical and social contexts in order to see behind and beyond traditional literary conventions. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 236 Applied Grammar & Syntax 3 Credits

This course offers a review of the essential elements of English grammar and syntax and fosters understanding of how these elements work in notable argumentative and expository writing as well as in the student's own compositions. Focus is on both expert reading and effective writing. Changing attitudes toward usage, including influence of digital media on language use, are discussed. May be taken as preparation for, or independently of ENG 336, which addresses grammar, syntax, and style at a more advanced level.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 240 Methods of Literary Analysis 3 Credits

The study and application of various modes of literary criticism practiced, including formal, structural, psychological, and sociocultural methods of analysis. Required of all English literature and writing majors.

ENG 245 Creativity 3 Credits

This course is an introduction to the history of literary creativity and the related topics of invention, genius, imagination, and originality. It examines theories of literary creativity throughout history from ancient ideas about the origins of inventiveness to recent theories. It looks at select works in English and other sources, and it looks at the subject of creativity in poetic, prose, and dramatic works.

Prerequisite(s): English Literature majors should take all Gateway Courses before they take 300- and 400- level courses.

ENG 250 Literary History I 3 Credits

Surveys British literature beginning with the old English epic of Beowulf and ending with the British Romantic writers of the early 1800s. There will be an emphasis on the cultural and historical contexts of the works discussed as well as an appreciation for the aesthetic qualities of the individual texts and the characteristics of literary movements. This course is a prerequisite to ENG 251 and is required of all English majors and minors.

ENG 251 Literary History II 3 Credits

Surveys American and British literature since the 1820s. There will be an emphasis on the cultural and historical contexts of the works discussed as well as an appreciation for the aesthetic qualities of the individual texts and the characteristics of literary movements. Required of all English majors and minors.

Prerequisite(s): ENG 250 or permission of the instructor or chairperson.

ENG 270 Major Poets 3 Credits

Studies major American and British poets. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 275 Posthumanism: Bodies and Technology in Literature 3 Credits

This course explores the concept of posthumanism in speculative and futuristic literature. Who counts as human? How do advances in science and technology change what it means to be human? How much can we change our bodies before we stop being human? Categories of posthumanism that may be explored include virtual reality, cybercultures, and bodily transcendence; cyborgs; body modification, duplication, and replacement; cloning; genetic engineering; and postapocalyptic/ecocritical narratives.

ENG 280 Special Topics in Literature 3 Credits

Uses literary works to achieve insights into different areas of human experience. Topics change annually as announced by the English department.

ENG 281 Global Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From silent comedy and melodrama to German Expressionism and Soviet activist cinema; from French poetic realism and Italian Neo-realism to Hollywood sound cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. ENG 281 is crosslisted with FMS 250 and this course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

ENG 282 Global Film History: 1961 to Present 3 Credits

Examines major technological, industrial and aesthetic developments in both American and international cinema of the period. From the decline of the studio system and the emergence of the 'New Hollywood' to the digital revolution; from the renaissance in Western and Eastern European cinemas to Latin American, Asian, and Middle Eastern cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. ENG 282 is crosslisted with FMS 251 and fulfills the general education global perspectives requirement.

ENG 284 Language of Film Analysis 3 Credits

Provides students with the fundamentals necessary for achieving beginning proficiency in methods of cinema studies scholarship. The course provides an in-depth introduction to concepts of film analysis, theory, and history, as well as to the field of cinema studies as an academic discipline. Through close analysis of selected films and readings, students will examine the various and complex ways in which formal elements shape meaning. Students also will study key concepts in film theory, applying these concepts as a further means of understanding the ways in which film positions viewers and mediates ideology. Required of all English majors and minors with a cinema studies concentration. ENG 284 is crosslisted with FMS 284.

ENG 285 American Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in American cinema as it grew from the days of one-reel silent shorts exhibited in storefront theaters through the days of studio productions exhibited in lavish picture palaces and featuring iconic stars the system manufactured and promoted. From the inception of sound and color, to the later development of lightweight equipment that freed filmmakers from the confines of the studio, from the "golden age" to the gradual decline of the Hollywood studio system in the 1950s, we will study the lasting genres that grew out of the system, the filmmakers who flourished and those who rebelled against the system, and the ground-breaking films that established the American film industry as a dominant force within the world. ENG 285 is crosslisted with FMS 252.

ENG 286 American Film History: 1961 to Present 3 Credits

Examines the transitions of Hollywood in the post-studio era— the rise of the 1960's-1970s New Hollywood and its ground-breaking films, the rise of the blockbuster as an industry standard; the responses of independent filmmakers and the avant-garde to blockbuster dominance; the transition from the Production Code to the ratings system, the move back to studio-owned theaters, and the emergence of digital cinema and CGI. We will look at how genres are being redefined, how major filmmakers are re-shaping their work to fit 21st century demands, how "gaming," YouTube, and other media sources are altering the very definition of cinema. ENG 286 is crosslisted with FMS 253. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

ENG 290 The Short Story 3 Credits

Presents the development of the short story from the 19th century to the present with an emphasis on the techniques of plot, setting, characterization, theme, and point of view. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 295 Human Relationships in Literature (HONORS) 3 Credits

Through in-depth analysis of significant pairs of literary works from a variety of time periods, students in this honors course will study the dynamics of human relationships as they are presented in literature. Emphasis will be on portrayal of interpersonal relationships as inflected by conventions, constraints, and taboos. Social and psychological theories will complement esthetic and formal analysis of fiction, drama, poetry, and film. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): 3.3 GPA.

ENG 303 Creative Writing: Poetry 3 Credits

A workshop analyzing the techniques of poetic expression, with a focus on the student's original experiments in traditional and contemporary verse forms.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 304 Creative Writing: Fiction 3 Credits

Students write original fiction and analyze the techniques of writing fiction in discussion of both their own drafts and published examples of the form.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 305 Creative Writing: Nonfiction 3 Credits

A workshop in Creative Nonfiction (aka Literary Nonfiction or Narrative Nonfiction, abbreviated CNF) in which students will write and read different forms of memoir and essay, including Personal Essay, Lyric Essay, Travel Writing, Oral History, and Personal Profiles. Creative Nonfiction (CNF) tells true stories using the literary techniques of fiction-writing, such as building dramatic scenes, establishing suspense, and developing a narrative sequence of events, or plot. CNF employs vivid sensory detail and builds characters and scenes to enhance the reader's experience of the story. Challenging the traditional journalist's stance of objectivity and emotional distance from her topics, CNF writers often put themselves into their stories to create a voice of reflection. We'll talk about what types of creative license CNF gives writers, and also about the ethics of storytelling, especially when your story's characters are real, living people.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 306 Creative Writing: Drama 3 Credits

Examines cultural developments in the United States from the late 19th century to the present. Topics include popular culture, intellectual history, gender history, literary history, film, institutions like museums and department stores, subcultures and countercultures, popular commemorations like World's Fairs, and political culture. Some of the largest trends explored include the development of the modern culture of consumption, the urban landscape, and the polarization of cultural values.

ENG 311 Creative Writing: Playwriting 3 Credits

A workshop teaching and analyzing how students write for the stage that pays particular attention to the demands of the genre. Through reading and writing assignments, students will discuss and analyze the development of their own dramatic scripts for theatrical performance. A portfolio of revisions will serve as a final for the course.

ENG 312 Creative Writing: Screenwriting 3 Credits

A workshop teaching and analyzing how students write for the screen, both television and film, that pays particular attention to the demands of the genre. Through reading and writing assignments, students will discuss and analyze the development of their own dramatic scripts for production. A portfolio of revisions will serve as a final for the course.

ENG 313 Creative Writing: Experimental Writing 3 Credits

A creative writing workshop dedicated to developing a wider range of literary techniques. For the purposes of this course, Experimental Writing is defined as writing that departs – in form, structure, or style – from the conventions of literary realism. Students will demonstrate proficiency in writing and reading experimental fiction, nonfiction, and poetry, with an emphasis on experimental narrative techniques such as metafiction, magic realism, the unreliable narrator, multi-genre and hybrid forms (works that blur the lines between poetry and prose, for example), nonlinear storytelling, fragmentation, and poetic techniques such as found text and readymades, self-imposed constraints, and the collage or mashup.

Prerequisite(s): ENG 206.

ENG 315 Topics in Specialized Writing 3 Credits

A workshop in which students will write on specialized topics chosen by the instructor.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 316 Theories of Writing & Tutoring 3 Credits

A workshop on writing and tutoring theory for students interested in becoming writing tutors or teachers.

Prerequisite(s): minimum GPA 3.0, sophomore standing, and permission of the instructor.

ENG 318 Food Writing 3 Credits

Food Writing is a thematically based course in essay writing. It develops students' ability to write effective informal prose while also extending their knowledge about food sources, preparation, and consumption.

They learn through readings and exercises, however, that food writing is about more than food. It encompasses the pleasures of the table, history, culture, science, and politics.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 321 Workplace Writing 3 Credits

Students practice writing effectively to achieve specific purposes in typical business and professional workplace environments. Genres include various kinds of internal and external communication, including print and social media, for a range of audiences.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 322 Workplace Writing: Grant Proposals, Fundraising and Development 3 Credits

Students employ their analytical and writing skills to research and write grants for non-profit organizations in their local or regional communities. Fundraising and development activities on behalf of area organizations introduce them to career opportunities in this growing field.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 323 Workplace Writing: Reviewing and Publishing 3 Credits

Students learn to write arts and literary criticism through studying the work of prominent critics in literature, theatre, film, dance, visual arts, and music. Students learn how to market themselves as potential reviewers for print and online publications.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 324 Workplace Writing: Online Contexts 3 Credits

This course will help students adapt their writing to online environments. A writing-intensive course grounded in rhetorical principles, it focuses upon planning, writing and producing online texts distributed entirely through virtual portals. Genres include E-mail, instant messages, text messages, blogs, wikis, workplace social-media, and online team collaborations.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 331 Medieval Literature 3 Credits

A seminar in Old and Middle English authors, such as Bede, Chaucer, and Kempe, and texts, such as Beowulf, moralities, and mystery cycles. Students may be introduced to linguistic issues, historical and political concerns and critical topics such as literacy, canon formation, and gender.

ENG 332 British Literature, 20th-Century to Present 3 Credits

A seminar on literature in the United Kingdom from 1900 to the present, emphasizing formal experiments as well as historical contexts, and including such writers as Joyce, Woolf, Beckett, Rhys, Eliot, and Ishiguro.

ENG 333 16th-Century Literature 3 Credits

A seminar on Renaissance literature including such writers as More, Wyatt, Surrey, Spenser, Sidney, Shakespeare, and Marlowe.

ENG 335 17th-Century Literature 3 Credits

A seminar on literature in England from 1600 to 1660, including such writers as Donne, Jonson, Browne, Herbert, and Marvell.

ENG 336 Grammar and Style 3 Credits

By building a comprehensive knowledge of the conventions of English grammar, punctuation and syntax, students will learn how to analyze the way words, phrases, sentences, and paragraphs work in expert writing, and they will apply this knowledge to their own writing. Emphasis is on argument, exposition, and analysis.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 337 Global Literature 3 Credits

A study of the recent literature, in English, of one or more writers whose cultural identification is with one of the former colonies of the British Empire, as it was defined at the beginning of the 20th century. Literature in the English language, written by authors of African, Caribbean, Pacific Island, East Asian, or South Asian cultures may be included.

ENG 340 Restoration & 18th Century Literature 3 Credits

An exploration of literature in England from 1660 to 1800, including such writers as Astell, Pope, Finch, Swift, Defoe, Fielding, Johnson, and Wollstonecraft.

ENG 344 Biblical and Classical Influence in Literature 3 Credits

This course surveys biblical and classical influences on western literature from Shakespeare to Atwood. Its primary objective is to introduce selections from the Old and New Testaments, Homer, Aeschylus, Sophocles, Ovid, and Dante so that you may recognize and appreciate references and allusions to these stories - their enduring influence - in early modern literature and culture.

ENG 345 Romantic Literature 3 Credits

A seminar on literature in England from 1780-1830, emphasizing a close study of the poetry of Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as important novelists and female poets of the period.

ENG 346 Victorian Literature, 1830-1900 3 Credits

A seminar on literature in England from 1830 to 1900, emphasizing close study of the literary culture, including such writers as Dickens, Browning, Mill, and Ruskin.

ENG 347 20th-Century British Literature 3 Credits

A seminar on literature in the United Kingdom from 1900 to 1960, emphasizing formal experiments as well as historical contexts, and including such writers as Joyce, Woolf, Beckett, Rhys, Delaney, and Eliot.

ENG 348 Contemporary British Literature 3 Credits

A study of contemporary literature written in English after 1945, in the U.K. and elsewhere, by writers of British, Irish, Scots, Welsh, and other cultural traditions. Poetry, fiction, literary essays, and drama will be included.

ENG 350 Sex and Sin in Early American Literature 3 Credits

A seminar on literature in the United States from its beginnings to 1800, emphasizing the changing and conflicted nature of religious beliefs and sexual identities in Early America. Students will read and analyze diverse literary genres including diaries, letters, essays, novels, short stories, poems, and sermons.

ENG 351 19th-Century American Literature 3 Credits

A seminar on literature in the United States from 1800 to 1900, emphasizing literary genres and the definition of an American literature as distinct from English literature.

ENG 353 Contemporary American Literature 3 Credits

A seminar on American literature from 1945 to the present.

ENG 354 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 355 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 356 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 357 American Literature, 20th century to Present 3 Credits

"A seminar on American literature from 1900 to the present, including such writers as O'Neill, Hemingway, Faulkner, Richard Wright, Stevens, Moore, and Williams, and Morrison."

ENG 361 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 362 The Novel 3 Credits

A close reading of novels from various historical periods and cultures.

ENG 363 The Drama 3 Credits

A close reading of drama, with attention to cultural contexts and the genres of tragedy and comedy.

ENG 364 The Poem 3 Credits

A close reading of poetry, with attention to historical periods and poetic genres.

ENG 365 Short Fiction 3 Credits

A close reading of short fiction from a variety of cultures, with attention to the various genres of short fiction: short-short, short story, long story, and novella.

ENG 371 Classics of Children's Literature 3 Credits

An analytic study of classic and contemporary literature for children. Students will be introduced to a variety of critical approaches, including psychoanalytic, social/historical and feminist. The course may be of particular interest, but is not restricted, to students majoring in education or psychology.

ENG 372 Children's Literature: The Adolescent Experience 3 Credits

A study of enduring literature examines how exemplary writers chronicle the challenges of growing up. Texts may include influential Young Adult fiction, classics such as *The Catcher in the Rye* and *To Kill a Mockingbird*, and contemporary fiction by important writers who focus on the relevant themes.

ENG 375 Literature and Sexuality 3 Credits

The study and application of theories of gender and sexuality in various periods of British and/or American literature. Possible course topics include the literature of AIDS, the literary history of sexuality, Gothic literature and sexuality, colonialism and desire, and sensibility and sexuality in the later 18th century.

ENG 381 Studies in Film Genre 3 Credits

Provides an in-depth examination of a variety of film genres (such as the gangster film, the western, the musical, the screwball comedy, the science fiction film, and the horror film, among others), to be examined through the perspective of film genre theory. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing specific genres, and will trace the development of those genres within the dual contexts of the film industry and cultural ideology. Note: This course is cross-listed as FMS 381.

ENG 382 Comparative Film Directors 3 Credits

Provides an in-depth comparative study of major American, international, independent and avant-garde filmmakers. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing the work of individual directors and will draw meaningful comparisons among directors sharing similar aesthetic and thematic approaches. Students will trace the artistic development of directors through their careers, assessing individual works in the context of film criticism and theory, and in the context of multi-layered intertextual influences. Note: This course is cross-listed as FMS 382.

ENG 383 Global Cinemas 3 Credits

Provides an in-depth study of the history and defining characteristics of national cinemas. Through close analysis of selected films and readings, students will examine the general movements within the history and development of various national cinemas, with attention to film historiography when considering how patterns are to be viewed in light of the culture, politics, and history of a particular producing nation. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as FMS 383.

ENG 384 Film Adaptation 3 Credits

Provides an in-depth study of intertextual influence, as film enters into "dialogue" with various literary forms. Through close analysis of selected films and various forms of literature-including novels, graphic novels, short stories, plays, poetry, and journalism- students will study the aesthetic specificity of both film and literary genres and will analyze the transformative qualities at play when a work is adapted from page or stage to screen. Note: This course is cross-listed as FMS 384.

ENG 400 Creative Writing: Advanced Creative Writing 3 Credits

An advanced workshop in creative writing.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 405 Advanced Prose Style 3 Credits

Students analyze prose styles in English from the Renaissance to the present, focusing on the development of syntax, diction, and content. Students will be encouraged to imitate stylistic models and to develop their own prose style.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 407 Advanced Workplace Writing 3 Credits

Students will learn to adapt their writing skills to match specialized writing needs in publishing; corporate and personal finance; health, medicine, science, and technology. This course helps students build a portfolio and introduces them to corporate and freelance writing opportunities in our NJ/PA/NY area.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 411 History of the English Language 3 Credits

A seminar on the historical development of the English language, including phonetics, diversity, and present-day usage.

ENG 425 Seminar in Shakespeare 3 Credits

A seminar on Shakespearean drama and poetry.

ENG 435 Seminar In Milton 3 Credits

A seminar on Milton's lyric poetry, *Samson Agonistes*, *Paradise Lost*, and prose.

ENG 441 Seminar in American Literature 3 Credits

A seminar focusing on literature by one writer or by a small group of writers.

ENG 443 Seminar in Literary Modernism 3 Credits

A seminar on literature from 1900 to 1940, by British, Irish, and American writers such as Hardy, Yeats, Woolf, Joyce, Eliot, Williams, Hurston, and Faulkner.

ENG 445 Seminar in Black/Multi-Ethnic Literature 3 Credits

A seminar focusing on literature by black, Native American, Hispanic, Asian American and first-generation immigrant writers.

ENG 455 Seminar in Chaucer 3 Credits

An examination of Geoffrey Chaucer's writings from a number of critical perspectives, including close reading of the texts in Middle English, context and history, gender and sexuality, linguistics, and paleography and codicology.

ENG 465 James Joyce 3 Credits

This course will offer advanced English majors an in-depth exploration of the fiction of James Joyce with a particular focus on Joyce's novel *Ulysses*, considered one of the most (if not the most) important novels written in the twentieth century. Through a carefully scaffolded reading of Joyce's challenging work, students will explore the technical, aesthetic, and social innovations of modernist fiction and its contemporary and continuing cultural impact; recognize and articulate classical, biographical, and cultural influences on Joyce's work; and understand how editors, publishers, critics, and readers contribute to the production of seminal works of literature.

ENG 484 Seminar in Cinema Studies 3 Credits

Provides an in-depth study of areas central to discussion and debate in the field of cinema studies (such as film violence, cinema censorship, feminism and film, post-colonial cinema, African-American cinema, blaxploitation, The French New Wave, and Italian Neorealism, among others). Through close analysis of selected films and readings, students will examine the impact of specialized influential movements in film history and in film theory and criticism. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as FMS 484.

ENG 485 Cinema Studies for Teachers 3 Credits

Designed for teachers and education students who (will) use film in their classrooms, ENG 485 provides approaches to teaching basic film analysis; approaches to helping students recognize the permeable boundaries between film, culture, and ideology; and approaches to understanding selected issues crucial in cinema studies as a field of scholarly study. The course provides teachers and prospective teachers with various methodological approaches and flexible uses of fiction and documentary films across the curriculum, whether to supplement or reinforce existing curricula or in stand-alone courses devoted to the study of film.

ENG 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. To count toward the Certificate in Workplace Writing, an ENG 490 project must focus on workplace-related writing and be structured to include substantial formative feedback and revision. No more than one ENG 490 may be counted toward the certificate.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 491 Internship in Writing and Publishing 1-6 Credits

Students work under the supervision of English faculty and on-site supervisors to complete real-world assignments in writing, publishing, and cinema studies. Their performance is assessed by professional standards. A minimum of 48 hours of field work per credit is required. Students report to faculty and on-site supervisors regularly, submit all work required by on-site supervisors, maintain a log, and complete a final report. Three credits required to count toward English writing concentration. Restricted to juniors and seniors.

ENG 497 Advanced Study 3 Credits

Qualified majors may apply for honors in their senior year. Upon approval from the department of English, a candidate for honors enrolls in Advanced Study, writes a thesis, and submits it for departmental approval. The student must achieve a course grade of "B+" or better to be graduated with honors in English.

Prerequisite(s): senior standing; 3.5 GPA in English; 3.25 cumulative GPA.

Entrepreneurship Minor

Program Overview

Rider students wishing to take a minor in entrepreneurial studies will develop the skills and know-how they need to become independent, innovative and informed entrepreneurs. The minor emphasizes practical experience and holistic thinking, encourages students to develop their own business concepts, and enhances analytical skills through experiential classes.

For students in the arts, sciences, business, or education who may want to start or have a significant role in a business, based on their skills and talents, the minor in entrepreneurship can help you reach your dream.

Entrepreneurs and small businesses are the engines for job creation and economic growth. Career opportunities for entrepreneurial students are as boundless as their creativity, imagination and work ethic. Many employers value students with an entrepreneurial attitude and their ability to think outside the box.

The entrepreneurship minor has two key learning objectives. First, encourage entrepreneurial thinking among students. This entails the ability to recognize, evaluate and pursue opportunities. Second, build professional skills relevant for starting and managing a venture. These include research, business planning, and understanding functional aspects of small business management and operation.

Rider entrepreneurship students gain an education in business, plus the skills, attitude and experience needed to create new ventures or revitalize established/family businesses. They learn to identify and understand different types of start-up ventures, how to build and present business concepts, and how to evaluate sources of financing for start-up and other types of ventures.

Minor Offered

- Minor in Entrepreneurship

Contacts

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Program Website: Entrepreneurial Studies (<http://www.rider.edu/entrstudies>)

Center for Entrepreneurial Studies Website: Entrepreneurship (<http://www.rider.edu/entrepreneurship>)

Associated Department: Department of Management (<https://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-programs/management-leadership>)

Related Programs

- Entrepreneurial studies major (p. 45)

Entrepreneurship Minor Requirements

Available to both business and non-business majors

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting ¹	3
ENT 100	Innovation and Entrepreneurship	3
ENT 348	Small Business Management	3
MGT 201	Fund Management & Org Behavior ¹	3
Select two of the following:		6
ENT 210	Sports Entrepreneurship	
ENT 260	Family Business Management	
ENT 335	Small Business Tax Planning ²	
ENT 375	International Entrepreneurship	
ENT 410	New Venture Planning	
ENT 420	Student Venture Experience	
ENT 444	Special Topics	
ENT 448	Small Business Consulting Sem	
ENT 490	Independent Study	
Total Credits		18

¹ For business students, this course is already part of the CBA core curriculum.

² Accounting majors may substitute ACC 410 for this course.

Courses and Descriptions

ENT 100 Innovation and Entrepreneurship 3 Credits

This course provides students with an introduction to creativity, innovation, and the concept of an entrepreneurial mindset. Students explore the excitement and challenges faced by individuals and businesses as they create, develop, and evaluate innovative business opportunities. We also discuss the probable paths of career development for students pursuing entrepreneurship. In this course, students evaluate their own views of innovation and entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

ENT 260 Family Business Management 3 Credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, succession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member.

Prerequisite(s): MGT 201 and junior standing.

ENT 335 Small Business Tax Planning 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 300.

ENT 375 International Entrepreneurship 3 Credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice.

Prerequisite(s): MGT 201 and junior standing.

ENT 399 Entrepreneurship Co-Op 6 Credits

This course provides students with a semester-long supervised employment with an entrepreneurial firm/organization. Students are required to maintain a journal, complete a reflection paper and are evaluated by the participating firm/organization. Eligible students are entrepreneurial studies juniors or seniors with a 3.0 GPA or better. Co-op credits count as free electives. Grading is on a pass/fail basis. **Prerequisite(s):** ENT 348 or permission of program director.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections. **Prerequisite(s):** ENT 348 or permission of instructor.

ENT 420 Student Venture Experience 3 Credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT 410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider. **Prerequisite(s):** ENT 348, ENT 410, and permission of instructor.

ENT 444 Special Topics 3 Credits

ENT 448 Small Business Consulting Sem 3 Credits

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors. **Prerequisite(s):** ENT 348 and permission of instructor.

ENT 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and program chairperson. Available to juniors and seniors.

ENT 491 Internship 3 Credits

Environmental Sciences

Program Overview

All Environmental Sciences majors will participate in extensive fieldwork, exploring a rich diversity of ecological environments and acquiring the knowledge and skills required for a wide range of potential careers. Depending on an individual student’s area of interest, Environmental Sciences majors can study such subdisciplines as climate change, forest dynamics, coastal processes, cell and molecular biology, environmental biogeochemistry, organic and inorganic chemistry, plant ecology, or sustainability studies; the latter is available as a multidisciplinary (non-GEMS) minor program.

Curriculum Overview

Drawing on programs and faculty from the Departments of Biology, Chemistry and Physics, and Geological, Environmental, and Marine Sciences (GEMS), the Environmental Sciences program crosses social, political, and scientific boundaries.

Honors Program in Environmental Sciences

Graduation with honors in Environmental Sciences is awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the program is by invitation of the GEMS faculty. Eligibility requirements include a minimum GPA of 3.5 in courses required for the major and the satisfactory completion of a senior thesis. In addition, an honors candidate must maintain an overall minimum GPA of 3.0.

Degrees Offered

- B.S. in Environmental Sciences

Contact

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Science and Technology Center 324C
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Program Website: Environmental Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)
Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Related Programs

- Earth and Environmental Sciences (p. 352)
- Environmental Studies (p. 380)
- Geosciences (p. 412)
- Integrated Sciences and Math (p. 452)
- Liberal Studies: Marine Ecological Emphasis (p. 473)
- Marine Sciences (p. 477)

Environmental Sciences Major Requirements

(64-65 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Geological, Environmental, and Marine Sciences		
ENV 100	Introduction to Environmental Sciences	4
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
ENV 205	Introduction to Geographic Information Systems	3
ENV 220	Weather and Climate Change	3
GEO 100	Earth Systems Science	3
or GEO 113	Environmental Geology (also cross listed as GLS-113)	
GEO 102	Earth Materials and Processes Lab	1
GEO 350	Soil and Surficial Processes	4
GEO 407	Hydrology and Water Resources	4
Biology		
BIO 115	Principles of Biology I	4
BIO 116	Principles of Biology II	4
BIO 350	General Ecology	4

Chemistry

BCH 225	Introduction to Organic and Biochemistry	4
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1

Physics

PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1

Electives

Select three courses from the following, one from each group: 10-11

Group A**Biotic Processes**

BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	
BIO 321	Microbiology	
BIO 335	Modern Plant Biology	
BIO 372	Behavior of Marine Organisms: Evolutionary Approach	
ENV 340	Environmental Field Methods and Data Analysis	
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
MAR 360	Plankton Ecology	

Group B**Abiotic Processes**

ENV 340	Environmental Field Methods and Data Analysis	
ENV 350	Principles of Environmental Toxicology	
ENV 375	Environmental Biogeochemistry	
GEO 201	Elements of Mineralogy	
GEO 306	Sedimentology and Stratigraphy	
MAR 330	Chemical Oceanography	
MAR 410	Physical Oceanography	

Group C**Social Processes**

AMS 250	America and the Future	
AMS 304	Technology and Science in America	
BHP 231	Honors Sem: Natural Adventures	
BHP 232	Honors Seminar: Science and Politics of the Jersey Shoreline	
BHP 259	Honors Seminar: The Environment: a Conflict of Interest	
HIS 224	American Environmental History	
PHL 215	Environmental Ethics	
POL 215	Global Politics	
POL 328	Environmental Policy	
POL 329	Comparative Environmental Policy	
SOC 225	Population Study	

Total Credits

64-65

Majors will also take either MTH 105 or MTH 210 to fulfill their math core requirement.

Upper-level MAR courses require MAR 120 and MAR 121 as prerequisites.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
BIO 115	Principles of Biology I	4
ENV 100	Introduction to Environmental Sciences	4
ENV 100L	Introduction to Environmental Sciences Lab	0
BIO 115L	Principles of Biology I Lab	0
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
Social Perspectives		3
Foreign Language		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		16
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Foreign Language		3
Semester Credit Hours		15
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Social Perspectives		3
Philosophical Perspectives		3
Aesthetic Perspectives: Literature		3
Elective Course ²		3
Semester Credit Hours		16
Year 3		
Fall Semester		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1

ENV 205	Introduction to Geographic Information Systems	3
BIO 350	General Ecology	4
HIS 150	World History to 1500	3
Semester Credit Hours		14
Spring Semester		
Select one of the following:		4
GEO 350	Soil and Surficial Processes	
GEO 407	Hydrology and Water Resources	
BCH 225	Introduction to Organic and Biochemistry	4
HIS 151	World History Since 1500	3
Environmental Science Elective from Group A, B, or C		3-4
Semester Credit Hours		14-15
Year 4		
Fall Semester		
Five Elective Courses ²		15
Semester Credit Hours		15
Spring Semester		
Select one of the following:		4
GEO 350	Soil and Surficial Processes	
GEO 407	Hydrology and Water Resources	
Four Elective Courses ²		12
Semester Credit Hours		16
Total Credit Hours for Graduation		121-122

Note: Natural and Physical Science core requirement included in major.

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

ENV 100 Introduction to Environmental Sciences 4 Credits

Examines how ecosystems function, with emphasis on the interactions between biological organisms and their physical environment, and the chemical processes that govern these interactions. The impact of human populations on natural ecosystems is investigated in detail using case studies from history and current events. The laboratory provides for hands-on experiences and/or short field trips to local sites for a better understanding of many of the concepts discussed. Weekday and weekend field trips may be required. Three hours of lecture and one three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): ENV 100L.

ENV 100L Introduction to Environmental Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 100.

ENV 110 Future of Natural Resources 4 Credits

In this combined lecture and lab-based natural science course, students study the future of selected natural resources (e.g. water, fisheries, mineral resources) through readings, classroom activities, lectures and lab exercises about relevant science concepts, and research projects. The course work includes a study of the scientific process and how it can contribute to solutions to contemporary issues. Students monitor and reflect on how their experiences in class mimic the scientific process. Topics covered will include factors that influence real world decisions made about exploiting natural resources (e.g. political, economic, ethical factors). During the six hours of class meetings each week, lecture and lab components will be integrated. Field trips will be required. The course may be linked to an introductory political science course, however the design of each course will enable students to enroll in just one of the linked courses without experiencing any disadvantages to their success in either course. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENV 110L Future of Natural Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 110.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

ENV 290 Directed Research and Study in Environmental Sciences 1-4 Credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the environmental sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in weekly meetings with the instructor, and communicating the findings by writing a final project report.

ENV 340 Environmental Field Methods and Data Analysis 3 Credits

This course will provide students with practical experience in field methods and data analyses within the environmental sciences. The course will include advanced activities incorporating field-based exercises, GIS analyses, statistical analyses, and database management. Students will also complete an independent project focused on a relevant topic. Local field trips during lab and on weekends may be required.

Prerequisite(s): MTH 105, GEO 100, GEO 102, and ENV 100; or Permission of Instructor.

ENV 350 Principles of Environmental Toxicology 3 Credits

A comprehensive description of the important principles of toxicology, including the absorption, distribution, metabolism, and excretion of toxic substances. Target organs systems will be discussed as well as mechanisms of carcinogenesis and teratogenesis. Specific groups of toxins to be discussed include: pesticides, metals, radiation, solvents and vapors, and plant and animal toxins. Three hours of lecture per week.

Prerequisite(s): BCH 225 or CHE 211, BIO 115 or BIO 117.

ENV 375 Environmental Biogeochemistry 3 Credits

This course examines the biogeochemical interactions among various environmental components, including water, rock, soil, organisms, and atmosphere. Covered topics focus on the relation between the biosphere and changes in the Earth's environment and atmosphere. The transfer of energy and nutrients within terrestrial ecosystems also is explored. Case studies from various examples will be used to understand ecosystem dynamics. Long-term environmental change and present-day ecosystem restoration activities are examined in the context of biotic offsets and land-use planning. The biogeochemical cycles of some environmentally sensitive compounds and elements in natural systems, such pesticides, mercury, and lead, also may be examined. Three hours of lecture per week.

Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121, CHE 122, CHE 123.

ENV 480 Senior Thesis 3 Credits

A senior thesis is optional for environmental science majors. However, a senior thesis is required for eligibility to graduate with honors in environmental science. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the geosciences major and permission of instructor.

ENV 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

ENV 491 Internship in Environmental Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 113 Environmental Geology 3 Credits

Examines the fundamental premise that “society exists by geologic consent subject to change without notice” by studying a number of important global geologic processes and cycles, and the hazards and/or resources they present to individuals, societies, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, global climate change, and global water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and interactions among the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation and understanding of the basic scientific concepts involved, as well as individual and societal connections to the global geologic environment, leading to better, more informed business, political, policy, and personal decisions. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 113. Students may not get credit for both GEO 113 and GLS 113.

GEO 201 Elements of Mineralogy 4 Credits

The physical properties, chemistry, atomic structure, crystallography, uses, and environmental impacts of important minerals of the lithosphere and biosphere are presented. In addition, lab assignments and exercises emphasize crystal symmetry and chemistry; polarizing microscope, ICP, and x-ray analytical techniques; the graphical display and interpretation of compositional data; optical properties of isotropic and uniaxial minerals; and the identification of mineral hand specimens. Three hours of lecture and one three-hour lab per week. At least one weekend field trip required. Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121 taken prior or concurrently; or permission of instructor.

Corequisite(s): GEO 201L.

GEO 201L Elements of Mineralogy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 201.

GEO 306 Sedimentology and Stratigraphy 4 Credits

The principles of weathering, erosion, transportation, and deposition of sediment are the focus of this course. Sediment characteristics are examined to identify the processes involved in transporting grains and the specific environment in which the grains were deposited. Students will learn how to collect, analyze, and interpret sedimentary data and how to interpret surface and subsurface stratigraphic data using various techniques, such as lithostratigraphic, biostratigraphic, and geophysical, correlations. Field trips will expose students to different sedimentary environments and provide opportunities for students to learn how to conduct fieldwork. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite(s): GEO 100.

Corequisite(s): GEO 306L.

GEO 306L Sedimentology and Stratigraphy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 306.

GEO 350 Soil and Surficial Processes 4 Credits

This course examines the physical, chemical, hydrological, and biological aspects of soil and their relation to geomorphologic development. Specific topics include descriptions of soil texture and structures, soil classification, soil colloids, soil redox and pH, and their effect on vadose zone water chemistry. Soil genesis and erosion controls, microbiology/ecology, nutrient cycles, and modern soil pollution from sludge and pesticide applications, as well as domestic and industrial chemical spills, also are discussed. The lab portion of the course introduces the basic techniques of soil analysis, both physical and chemical, and field survey methods. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, and GEO 102.

Corequisite(s): GEO 350L.

GEO 350L Soil and Surficial Processes Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 350.

GEO 407 Hydrology and Water Resources 4 Credits

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, GEO 102, and MTH 105.

Corequisite(s): GEO 407L.

GEO 407L Hydrology and Water Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 407.

MAR 120 Oceanography 3 Credits

In this course, students will investigate the geological, chemical, physical, and biological processes that shape the ocean. Emphasis will be placed on how these processes interact with each other and with human populations. These interactions influence important global phenomena that impact all our lives, including weather and climate, the distribution of marine organisms and other natural resources, and coastal processes. Understanding these phenomena will enable students to make more informed decisions and contribute to serious global marine issues. Students will learn through lectures, readings, practical experiences with real data, and hands-on exercises designed to foster a deeper understanding of the scientific process. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 120. Students may not get credit for both MAR 120 and GLS 120.

MAR 121 Introductory Oceanography Lab 1 Credits

This lab course introduces students to the fundamental aspects of geological, chemical, physical and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): MAR 120 or GLS 120 or as prerequisite(s).

MAR 227 Introduction to Field Marine Science: Subtropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in subtropical environments, emphasizing shallow subtidal and intertidal environments such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include the diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a subtropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 228 Introduction to Field Marine Science: Boreal Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in boreal environments, emphasizing the rocky shallow subtidal and intertidal environments. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; day-night fluctuations in tide pool chemistry; plankton dynamics; predator-prey relationships; the physical processes and chemical properties of water; and comparisons of wave-exposed and wave-protected sides of a shoreline. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a boreal environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 229 Introduction to Field Marine Science: Tropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in tropical environments, emphasizing the shallow subtidal and intertidal environments, such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a tropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 330 Chemical Oceanography 4 Credits

Introduction to the chemical aspects of the oceans and their influence on marine ecosystems and Earth processes. Emphasis is placed on chemical and physical properties of seawater, atmosphere-ocean interactions, biogeochemical cycles with marine components, production and destruction of marine organic matter, chemical ecology, and marine pollution. During the lab portion of this course, students gain hands-on experience in analyzing ocean water samples, experimental design, and interpreting marine chemical data. Three hours of lecture and one three-hour lab per week. Weekend field trips and independent projects may be required. Prerequisite(s): CHE 120, CHE 121, MAR 120, and MAR 121; or permission of instructor.

Corequisite(s): MAR 330L.

MAR 330L Chemical Oceanography Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 330.

MAR 360 Plankton Ecology 4 Credits

Examines the diversity, physiology, and ecology of marine phytoplankton and zooplankton. Students will survey the dominant plankton groups, their distribution, nutritional requirements, growth kinetics, and behavior. Planktonic predator/prey interactions and food web dynamics will be discussed. Students will also examine the interdisciplinary nature and role of plankton in biogeochemical cycles. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite(s): MAR 120 and MAR 121; or BIO 116.

Corequisite(s): MAR 360L.

MAR 360L Plankton Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 360.

MAR 410 Physical Oceanography 3 Credits

Introduction to the physical aspects and processes of the oceans and their influence on marine ecosystems and Earth processes. Topics include distribution of salinity and water temperature and their effect on water movement, the oceanic heat budget, atmospheric and oceanic interactions, ocean currents including surface and deep water circulation, waves, tides, and medium- to small-scale circulation features. Throughout the course, emphasis is placed on how these physical processes affect the biology and chemistry of the ocean. Three hours of lecture per week. Weekend field trips may be required.

Prerequisite(s): MAR 120.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

BIO 272 Intro to Marine Biology 3 Credits

Introduces students to the study of marine environments, emphasizing the diversity, ecology, and physiology of marine animals, algae, and plants. Aspects of the human impact on marine environments are also discussed. Prerequisite(s): BIO 115 or BIO 116 or BNS 118 and grade of "C" or better.

Corequisite(s): BIO 272L.

BIO 272L Marine Biology Laboratory 1 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 272.

BIO 321 Microbiology 4 Credits

An introduction to the discipline of microbiology, with an emphasis on the biology of prokaryotes found in all the natural realms of our environment, including the oceans, soil, atmosphere, and extreme habitats. Emphasis will be placed on microbial diversity, fundamental microbial processes, and the continual interaction between microbes and the natural environment. Classical and modern methods of identification are introduced in the laboratory. Three hours of lecture and one three-hour lab per week. Some field trips are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 321L.

BIO 321L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 321.

BIO 335 Plant Biology 4 Credits

Biology of seed plants, including growth, development, and reproduction of flowering plants. Emphasis is placed on acclimation and adaptations demonstrating environmental influences on plant structure and function. Current literature involving molecular mechanisms of control will be discussed. Three hours of lecture and one three-hour lab per week. One Saturday field trip. Prerequisite(s): BIO 115, BIO 116, CHE 122.

Corequisite(s): BIO 335L.

BIO 335L Modern Plant Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 335.

BIO 350 General Ecology 4 Credits

An investigation of the processes that regulate the distribution of plants and animals throughout the biosphere. Relationships among species and their interactions with the environment are stressed. Quantitative analyses of experimental results and current research in basic and applied ecology are discussed. Laboratory activities explore conceptual models using both field activities and computer simulations. Three hours of lecture and one three-hour lab per week. One Saturday field trip (laboratory time will be adjusted accordingly). Prerequisite(s): BIO 115, BIO 116, with a grade of "C" or better in each course.

Corequisite(s): BIO 350L.

BIO 350L General Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 350.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. Prerequisite(s): High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. Prerequisite(s): CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. Prerequisite(s): CHE 121.

Corequisite(s): CHE 122.

BCH 225 Introduction to Organic and Biochemistry 4 Credits

An introductory course describing the basic principles of organic chemistry and biochemistry as they relate to human metabolism and disease. The nature of the chemical structure and reactivity of organic functional groups such as alcohols, aldehydes, ketones, carboxylic acids and amines will be presented with biological processes in mind. The biochemistry of the macromolecules DNA, RNA, proteins, carbohydrates and lipids will be discussed leading in to a discussion of some of the more important metabolic pathways. This course is intended for science majors who do not take the full two semester sequence of organic chemistry and two semesters of biochemistry and desire a background in biochemistry. Non-science major students who have had one semester of general chemistry and one semester of biology may also enroll in the course. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 120, CHE 121; BIO 115 or BIO 117.

Corequisite(s): BCH 225L.

BCH 225L Introduction to Organic & Biochemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BCH 225.

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. Prerequisite(s): MTH 105, MTH 210, MTH 211 or MTH 212.

Corequisite(s): PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week.

Corequisite(s): PHY 100.

AMS 304 Technology and Science in America 3 Credits

An overview of the development and impact of technology and science on American institutions. Topics include innovation, economic growth, science and its relation to technology, social theory, and the politics of science.

BHP 231 Honors Seminar: Natural Adventures 3 Credits

Examines connections among environmental history, biology, and ecology. Human attitudes toward the natural environment are complex and have changed overtime, ranging from terror to exaltation from exploitation to preservation. Focus will be on the impact of changes in human land use and technology on natural ecosystems, exploring feedbacks between the two. Hands-on experiences will supplement readings from the primary literature both in science and history as well as literary explorations of nature.

BHP 232 Honors Seminar: Science and Politics of the Jersey Shoreline 3 Credits

Designed to acquaint the student with the scientific basis for evaluation of coastal problems and the political realities of funding and policy, focusing on the New Jersey Shoreline. Course topics will include consideration of waste disposal in ocean systems, depletion of ocean resources, physical and biological ramifications of human activities on the environment, and the political problems in dealing with mitigation of environmental stresses.

BHP 259 Honors Seminar: The Environment: a Conflict of Interest 3 Credits

Examines critical environmental issues such as global warming; food, water and energy resources; population trends; and global industrialization. Topics for context will include the origin of the elements, the origin of solar systems, and the origin of life as well as the basic principles of the current biotechnical revolution. Scientific understanding will be combined with knowledge about strategies for raising community awareness in order to (re)formulate public policy. In teams, students will be asked to define the problems; research available and prospective solutions; identify the technical, social, political, and economic constraints; and finally propose a workable strategy for making progress toward solutions.

HIS 224 American Environmental History 3 Credits

Surveys the history of the North American environment from pre-Columbian times through the 20th century. Topics include Native American uses of the environment; the reshaping of ecosystems under European colonization; U.S. frontier expansion; the ecological impact of industrialization and urbanization; and the rise of the environmental movement.

IND 316 Nature's Business 3 Credits

This interdisciplinary, team-taught, experiential learning course brings together various science, liberal arts, and business perspectives in examining the relationships among biological, social, environmental, economic, geological, and political issues. Topics to be discussed and researched by students can include, but are not limited to, ecotourism, sustainable development, biodiversity, local and regional environmental and historical geology, cultural norms, and the legal and political systems of the country being visited. The study tour component of the course provides students with a first-hand opportunity to observe and record field data from settings outside of the United States and in their discipline of interest. Typically, there are approximately 12 hours of pre-trip lectures, seminars, and/or faculty/student presentations during the fall semester, an international study tour, 9-14 days in length, during January (exact dates and length depend on the international location), and approximately three hours of post-trip meetings, seminars, and student presentations during the spring semester. Students enroll in the course during the spring semester. Note: This course is cross-listed as CBA 316; Students may not get credit for both CBA 316 and IND 316. For Business students who take the course as CBA 316, the course will count as a business course. If taken as IND 316, the Business student will receive credit as a liberal arts and science course.

Prerequisite(s): Permission of Instructor.

PHL 215 Environmental Ethics 3 Credits

A comprehensive introduction to environmental ethics that examines the major theoretical approaches, including anthropocentric (human-centered), zoocentric or sentientist (animal-centered), and biocentric or ecocentric (nature-centered) value systems, as well as the most important critiques of these ethical approaches. We will examine and analyze several classical ethical theories that are particularly relevant to a study of contemporary environmental controversies. We will also address specific issues such as biodiversity and wilderness preservation; human use of animals as food, entertainment, and research subjects; environmental racism and toxic dumping; sustainable development, population and consumption. Students will analyze and discuss the ethical dimensions of several contemporary environmental controversies. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

POL 328 Environmental Politics 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

POL 329 Comparative Environmental Policy 3 Credits

Comparative Environmental Policy analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as GLS 329. Students may not get credit for both GLS 329 and POL 329.

SOC 225 Population Study 3 Credits

Demography; its definition, historical emergence, and growth; population as a social problem in developing and developed nations; population theories, sources and methods of demographic data, population composition, and distribution; demographic processes including fertility, mortality, and migration.

Prerequisite(s): SOC 101.

Environmental Studies

Program Overview

The Bachelor of Arts Degree in Environmental Studies is designed to meet the interests of students wishing to address environmental issues through multiple disciplinary perspectives, including relevant sciences as well as social and political aspects. The program is meant for students who are interested in careers in environmental policy, advocacy, justice, nonprofit organizations, ecotourism and other related career opportunities; or graduate school in non-science focused environmental and other disciplines, including environmental law.

Note: This B.A. program is not designed to prepare students for graduate level science programs, nor is it designed to enable students to gain employment as professional scientists. Consider the B.S. in environmental science if you plan to pursue either of these career steps.

Curriculum Overview

The curriculum for this major focuses on the interdisciplinary nature of the environment by offering classes that give students a strong basis of science preparatory material while also offering a unique, interdisciplinary, hands on approach to learning. Students take introductory courses in foundational classes in chemistry, physics, biology, environmental sciences and geosciences, followed by more in-depth course work focused on the environmental sciences.

Honors Program in Environmental Studies

Graduation with honors in Environmental Studies is awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the program is by invitation of the faculty of the Department of Geological, Environmental, and Marine Sciences (GEMS). Eligibility requirements include a minimum GPA of 3.5 in courses required for the major and the satisfactory completion of a three- or four-credit independent research and study course. In addition an honors candidate must maintain an overall minimum GPA of 3.0.

Degrees Offered

- B.A. in Environmental Studies

Contact

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Program Website: Liberal Studies: Environmental Emphasis (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences/liberal-studies-environmental-emphasis-major-requirements>)
Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Related Programs

- Earth and Environmental Sciences (p. 352)
- Environmental Sciences (p. 372)
- Geosciences (p. 412)
- Integrated Sciences and Math (p. 452)
- Liberal Studies: Marine Ecological Emphasis (p. 473)
- Marine Sciences (p. 477)
- Education (p. 201)

Environmental Studies Major Requirements

(52-53 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Geological and Marine Sciences (18 credits)		
ENV 100	Introduction to Environmental Sciences	4
ENV 200	Statistical and Computer Applications in the Natural Sciences	4

ENV 205	Introduction to Geographic Information Systems	3
ENV 220	Weather and Climate Change	3
GEO 100	Earth Systems Science	3
or GEO 113	Environmental Geology (also cross listed as GLS-113)	
GEO 102	Earth Materials and Processes Lab	1
GEMS Upper Level Elective (select one)		3-4
ENV 340	Environmental Field Methods and Data Analysis	
ENV 375	Environmental Biogeochemistry	
GEO 350	Soil and Surficial Processes	
GEO 407	Hydrology and Water Resources	
Biology		
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
BIO 350	General Ecology	4
Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
Physics		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
Policy and Humanities (select three)		9
HIS 224	American Environmental History	
PHL 215	Environmental Ethics	
POL 328	Environmental Policy	
POL 329	Comparative Environmntl Policy	
Policy and Humanities Electives (select two not chosen above)		6
AMS 304	Technology and Science in America	
BHP 231	Honors Sem: Natural Adventures	
BHP 232	Honors Seminar: Science and Politics of the Jersey Shoreline	
BHP 259	Honors Seminar: The Environment: a Conflict of Interest	
PHL 215	Environmental Ethics	
HIS 224	American Environmental History	
IND 316	Nature's Business	
POL 215	Global Politics	
POL 328	Environmental Policy	
POL 329	Comparative Environmntl Policy	
POL 330	Geopolitics of Energy	
SOC 225	Population Study	

Total Credits 56-57

Majors will also take either MTH 105 or MTH 210 to fulfill their math core requirement.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
BIO 115	Principles of Biology I	4
ENV 100	Introduction to Environmental Sciences	4
ENV 100L	Introduction to Environmental Sciences Lab	0
BIO 115L	Principles of Biology I Lab	0
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
Select one of the following:		3
GEO 100	Earth Systems Science	
GEO 113	Environmental Geology	
GEO 102	Earth Materials and Processes Lab	1
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
Foreign Language		3
Semester Credit Hours		14
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
HIS 150	World History to 1500	3
Foreign Language		3
Semester Credit Hours		14
Spring Semester		
ENV 220	Weather and Climate Change	3
One Group A or Group B Elective Course		3
HIS 151	World History Since 1500	3
Social Perspectives		3
Philosophical Perspectives		3
Semester Credit Hours		15
Year 3		
Fall Semester		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
ENV 205	Introduction to Geographic Information Systems	3
Aesthetic Perspectives: Fine Arts		3
Social Perspectives		3
Aesthetic Perspectives: Literature		3
Semester Credit Hours		16
Spring Semester		
Select one of the following:		4
GEO 350	Soil and Surficial Processes	
GEO 407	Hydrology and Water Resources	
One Group A or Group B Elective Course		3

Three Elective Courses ²	9
Semester Credit Hours	16
Summer Semester	
MAR 227 Introduction to Field Marine Science: Subtropical Environments	4
Semester Credit Hours	4
Year 4	
Fall Semester	
PHY 101 Principles of Physics II	3
PHY 101L Principles of Physics II Lab	1
One Group A or Group B Elective, if needed, or One Elective Course	3
Three Elective Courses ²	9
Semester Credit Hours	16
Spring Semester	
Select one of the following:	4
GEO 350 Soil and Surficial Processes	
GEO 407 Hydrology and Water Resources	
One Group A or Group B Elective, if needed, or One Elective Course	3
Three Elective Courses ²	9
Semester Credit Hours	16
Total Credit Hours for Graduation	126

Note: Natural and Physical Science core requirements are included in the major.

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

ENV 100 Introduction to Environmental Sciences 4 Credits

Examines how ecosystems function, with emphasis on the interactions between biological organisms and their physical environment, and the chemical processes that govern these interactions. The impact of human populations on natural ecosystems is investigated in detail using case studies from history and current events. The laboratory provides for hands-on experiences and/or short field trips to local sites for a better understanding of many of the concepts discussed. Weekday and weekend field trips may be required. Three hours of lecture and one three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): ENV 100L.

ENV 100L Introduction to Environmental Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 100.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

ENV 340 Environmental Field Methods and Data Analysis 3 Credits

This course will provide students with practical experience in field methods and data analyses within the environmental sciences. The course will include advanced activities incorporating field-based exercises, GIS analyses, statistical analyses, and database management. Students will also complete an independent project focused on a relevant topic. Local field trips during lab and on weekends may be required.

Prerequisite(s): MTH 105, GEO 100, GEO 102, and ENV 100; or Permission of Instructor.

ENV 375 Environmental Biogeochemistry 3 Credits

This course examines the biogeochemical interactions among various environmental components, including water, rock, soil, organisms, and atmosphere. Covered topics focus on the relation between the biosphere and changes in the Earth's environment and atmosphere. The transfer of energy and nutrients within terrestrial ecosystems also is explored. Case studies from various examples will be used to understand ecosystem dynamics. Long-term environmental change and present-day ecosystem restoration activities are examined in the context of biotic offsets and land-use planning. The biogeochemical cycles of some environmentally sensitive compounds and elements in natural systems, such pesticides, mercury, and lead, also may be examined. Three hours of lecture per week.

Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121, CHE 122, CHE 123.

ENV 290 Directed Research and Study in Environmental Sciences 1-4 Credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the environmental sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in weekly meetings with the instructor, and communicating the findings by writing a final project report.

ENV 480 Senior Thesis 3 Credits

A senior thesis is optional for environmental science majors. However, a senior thesis is required for eligibility to graduate with honors in environmental science. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the geosciences major and permission of instructor.

ENV 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

ENV 491 Internship in Environmental Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 113 Environmental Geology 3 Credits

Examines the fundamental premise that "society exists by geologic consent subject to change without notice" by studying a number of important global geologic processes and cycles, and the hazards and/or resources they present to individuals, societies, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, global climate change, and global water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and interactions among the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation and understanding of the basic scientific concepts involved, as well as individual and societal connections to the global geologic environment, leading to better, more informed business, political, policy, and personal decisions. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 113. Students may not get credit for both GEO 113 and GLS 113.

GEO 350 Soil and Surficial Processes 4 Credits

This course examines the physical, chemical, hydrological, and biological aspects of soil and their relation to geomorphologic development.

Specific topics include descriptions of soil texture and structures, soil classification, soil colloids, soil redox and pH, and their effect on vadose zone water chemistry. Soil genesis and erosion controls, microbiology/ecology, nutrient cycles, and modern soil pollution from sludge and pesticide applications, as well as domestic and industrial chemical spills, also are discussed. The lab portion of the course introduces the basic techniques of soil analysis, both physical and chemical, and field survey methods. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, and GEO 102.

Corequisite(s): GEO 350L.

GEO 350L Soil and Surficial Processes Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 350.

GEO 407 Hydrology and Water Resources 4 Credits

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, GEO 102, and MTH 105.

Corequisite(s): GEO 407L.

GEO 407L Hydrology and Water Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 407.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

BIO 350 General Ecology 4 Credits

An investigation of the processes that regulate the distribution of plants and animals throughout the biosphere. Relationships among species and their interactions with the environment are stressed. Quantitative analyses of experimental results and current research in basic and applied ecology are discussed. Laboratory activities explore conceptual models using both field activities and computer simulations. Three hours of lecture and one three-hour lab per week. One Saturday field trip (laboratory time will be adjusted accordingly). Prerequisite(s): BIO 115, BIO 116, with a grade of "C" or better in each course.

Corequisite(s): BIO 350L.

BIO 350L General Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 350.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. Prerequisite(s): High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. Prerequisite(s): MTH 105, MTH 210, MTH 211 or MTH 212.

Corequisite(s): PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week.

Corequisite(s): PHY 100.

AMS 304 Technology and Science in America 3 Credits

An overview of the development and impact of technology and science on American institutions. Topics include innovation, economic growth, science and its relation to technology, social theory, and the politics of science.

BHP 231 Honors Seminar: Natural Adventures 3 Credits

Examines connections among environmental history, biology, and ecology. Human attitudes toward the natural environment are complex and have changed overtime, ranging from terror to exaltation from exploitation to preservation. Focus will be on the impact of changes in human land use and technology on natural ecosystems, exploring feedbacks between the two. Hands-on experiences will supplement readings from the primary literature both in science and history as well as literary explorations of nature.

BHP 232 Honors Seminar: Science and Politics of the Jersey Shoreline 3 Credits

Designed to acquaint the student with the scientific basis for evaluation of coastal problems and the political realities of funding and policy, focusing on the New Jersey Shoreline. Course topics will include consideration of waste disposal in ocean systems, depletion of ocean resources, physical and biological ramifications of human activities on the environment, and the political problems in dealing with mitigation of environmental stresses.

BHP 259 Honors Seminar: The Environment: a Conflict of Interest 3 Credits

Examines critical environmental issues such as global warming; food, water and energy resources; population trends; and global industrialization. Topics for context will include the origin of the elements, the origin of solar systems, and the origin of life as well as the basic principles of the current biotechnical revolution. Scientific understanding will be combined with knowledge about strategies for raising community awareness in order to (re)formulate public policy. In teams, students will be asked to define the problems; research available and prospective solutions; identify the technical, social, political, and economic constraints; and finally propose a workable strategy for making progress toward solutions.

HIS 224 American Environmental History 3 Credits

Surveys the history of the North American environment from pre-Columbian times through the 20th century. Topics include Native American uses of the environment; the reshaping of ecosystems under European colonization; U.S. frontier expansion; the ecological impact of industrialization and urbanization; and the rise of the environmental movement.

IND 316 Nature's Business 3 Credits

This interdisciplinary, team-taught, experiential learning course brings together various science, liberal arts, and business perspectives in examining the relationships among biological, social, environmental, economic, geological, and political issues. Topics to be discussed and researched by students can include, but are not limited to, ecotourism, sustainable development, biodiversity, local and regional environmental and historical geology, cultural norms, and the legal and political systems of the country being visited. The study tour component of the course provides students with a first-hand opportunity to observe and record field data from settings outside of the United States and in their discipline of interest. Typically, there are approximately 12 hours of pre-trip lectures, seminars, and/or faculty/student presentations during the fall semester, an international study tour, 9-14 days in length, during January (exact dates and length depend on the international location), and approximately three hours of post-trip meetings, seminars, and student presentations during the spring semester. Students enroll in the course during the spring semester. Note: This course is cross-listed as CBA 316; Students may not get credit for both CBA 316 and IND 316. For Business students who take the course as CBA 316, the course will count as a business course. If taken as IND 316, the Business student will receive credit as a liberal arts and science course.

Prerequisite(s): Permission of Instructor.

PHL 215 Environmental Ethics 3 Credits

A comprehensive introduction to environmental ethics that examines the major theoretical approaches, including anthropocentric (human-centered), zoocentric or sentientist (animal-centered), and biocentric or ecocentric (nature-centered) value systems, as well as the most important critiques of these ethical approaches. We will examine and analyze several classical ethical theories that are particularly relevant to a study of contemporary environmental controversies. We will also address specific issues such as biodiversity and wilderness preservation; human use of animals as food, entertainment, and research subjects; environmental racism and toxic dumping; sustainable development, population and consumption. Students will analyze and discuss the ethical dimensions of several contemporary environmental controversies. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

POL 328 Environmental Politics 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

POL 329 Comparative Environmental Policy 3 Credits

Comparative Environmental Policy analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as GLS 329. Students may not get credit for both GLS 329 and POL 329.

POL 330 Geopolitics of Energy 3 Credits

Geopolitics of Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

SOC 225 Population Study 3 Credits

Demography; its definition, historical emergence, and growth; population as a social problem in developing and developed nations; population theories, sources and methods of demographic data, population composition, and distribution; demographic processes including fertility, mortality, and migration.

Prerequisite(s): SOC 101.

Ethics

Program Overview

The ethics minor not only helps prepare students for a variety of graduate programs such as law, medicine, and business, but also helps students explore important questions such as how ethics should interpret war, business practice and poverty.

Minor Offered

- Minor in ethics

Contact

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Professor and Chairperson

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Program Website: Philosophy (<http://www.rider.edu/philosophy>)

Associated Department: Department of History and Philosophy

Related programs

- American Studies (p. 304)
- Criminal Justice (p. 344)
- English (p. 357)
- Gender and Sexuality Studies (p. 409)
- History (p. 443)
- Journalism (p. 461)
- Multicultural Studies (p. 489)
- Political Science (p. 515)

Ethics Minor Requirements

(18 credits)

Code	Title	Credits
PHL 115	Ethics	3
PHL 360	Contemporary Ethics	3
One 400-level philosophy seminar		3
Three philosophy electives including one at the 300-level or above		9
Total Credits		18

Courses and Descriptions

PHL 115 Ethics 3 Credits

A combined historical and systematic analysis of the problems of ethics. Such problems as the nature and meaning of moral values and judgments, moral responsibility and freedom, conscience and happiness, the good life, and the relativity of value, are explored through the writings of such philosophers as Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 360 Contemporary Ethics 3 Credits

An examination of recent and contemporary challenges to traditional ethical theory including such movements as logical positivism, cultural relativism, feminism, environmentalism, multiculturalism, and postmodernism. Such problems as the meaning and cognitive status of value judgments, the relation between fact and value, the relativity of values, and how value judgments can be justified are considered.

PHL 402 Nietzsche and Nihilism 3 Credits

A seminar dealing with Nietzsche's provocative ideas on Nihilism and the possibility of creating meaning, value, and truth for human existence. Many of his important works are read, analyzed, and critically discussed. Recent scholarly interpretations of Nietzsche's philosophy are considered.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 404 Philosophy of Wittgenstein 3 Credits

Seminar involving a concentrated study of Wittgenstein's contributions to philosophy with special attention to his analysis of language, meaning, and mental concepts.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 406 Philosophy of David Hume 3 Credits

Seminar involving a concentrated study of Hume's contributions to philosophy, including his work on epistemology, metaphysics, ethics, philosophy of science, and philosophy of religion.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 407 Philosophy of Hannah Arendt 3 Credits

Seminar involving a concentrated study of the philosophy of Hannah Arendt with special attention to her analysis of action, thought, and freedom.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 408 The Philosophy of William James 3 Credits

Seminar involving a concentrated study of William James' contributions to philosophy with special attention to his pragmatism, pluralism, and radical empiricism. Many of James' philosophical works are read, analyzed, and critically discussed. Recent scholarly interpretations of James' philosophy are considered.

PHL 418 Great Buddhist Thinkers 3 Credits

Concentrated study of a single Buddhist philosopher, emphasizing the systematic views of that philosopher across a range of philosophical issues. Through an examination of primary sources in translation and recent scholarship, students will investigate the views and arguments of one important figure from the Buddhist philosophical tradition on a variety of philosophical problems regarding knowledge, existence, consciousness, religion, and ethics.

PHL 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

PHL 491 Internship in Philosophy 1-4 Credits

Students will work under supervision within an area hospital, corporation, or legal agency. The specific duties and tasks will be developed jointly by the intern, intern agency, and faculty supervisor. Within the hospital setting, students will work with the Hospital Medical Ethics Committee. Within the corporate setting, there will be two types of internships: students will work in the corporate office responsible for addressing the ethical issues that arise in the business environment; or students will work in a department that allows them to explore the potential business applications of their philosophic intellectual training. Within the legal setting, students will work with the federal magistrate, prosecutor, or public defender, exploring issues in the philosophy of law that arise in the practice of law. Students must have completed four philosophy courses, one at the 300 level, before applying for the internship. No more than six credits will be allowed toward graduation. A member of the department of philosophy will supervise the internship.

Prerequisite(s): juniors and seniors with a minimum of 2.7 cumulative GPA and 3.0 GPA in philosophy, or permission of the department of philosophy.

PHL 494 Preparation and Research for Senior Philosophy Thesis 1 Credits

Supervised by a faculty member, the Philosophy major chooses a topic, composes an outline and a bibliography. Must be completed prior to enrolling in PHL 495.

PHL 495 Senior Philosophy Thesis 3 Credits

In a tutorial setting, the Philosophy major will write a thesis which serves as the Capstone Experience in the Department.

Prerequisite(s): PHL 494.

European Area Studies

Program Overview

This minor helps students gain opportunities to learn another language and have an extra edge for their future careers, as well as assisting them in gaining knowledge on a variety of different cultures, practices, and beliefs that will make students more well-rounded in the future.

Minor Offered

- Minor in European Area Studies

Contact

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Professor

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Program Website: Area Studies (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/area-studies>)

Associated Department: Department of Languages, Literature and Cultures

Related Programs

- Chinese Area Studies (p. 329)
- French (p. 405)
- Spanish (p. 552)

European Area Studies Minor Requirements

(21 credits)

Code	Title	Credits
European Language ¹		
Select one or two courses in the same language:		3-6
FRE 200 & FRE 201	French III and French IV ¹	
GER 200 & GER 201	German III and German IV ¹	
SPA 200 & SPA 201	Spanish III and Spanish IV ¹	
Gateway Course		
EUR 250	Intro to European Area Studies	3
Area-specific Courses ²		
Select four or five courses from at least three different categories:		12-15
Arts		
ART 209	Art of the Baroque	
ART 303	19th Century Art	
DAN 105	Survey of Dance History	
DAN 350	Hist Ballet,Modrn&JazzDance	
ENG 484	Seminar in Cinema Studies	
MUS 207	Masterworks in Music	
MUS 209	Great Composers	
MUS 300	Beethoven and the Romantic Age	
MUS 303	Music Literature: Baroque Era	
MUS 312	The Arts Abroad	
MUS 495	Selected Topics in Music	
THE 312	The Arts Abroad	
History		
HIS 190	Europe To 1715	
HIS 191	Europe Since 1715	
HIS 245	Britain To 1688	
HIS 246	Modern Britain	
HIS 248	History of Ireland	
HIS 249	Women in Europe from Antiquity to the French Revolution	
HIS 273	Imperial Russia	
HIS 274	Modern Russia	
HIS 243	Italy Middle Ages to Present	
HIS 336	Modern European Intell History	
HIS 352	History of Socialism	
HIS 241	History of Ancient Rome	

HIS 320	The History of Christianity
HIS 325	Church & Society in Med Europe
HIS 326	Renaissance and Reformation
HIS 333	20th-Century Europe

Philosophy and Social Science

ECO 315	Comparative Economic Systems
ECO 365	Post-Soviet Economy
IND 210	Global Encounters: Special Education Abroad: A Comparative Experience
INT 314	Study Abroad
PHL 226	Limits of Reason: 19th Century Philosophy
PHL 305	Philosophy of Religion
PHL 310	Problems in 20th-Cent Philos
PHL 315	Existentialism
PHL 402	Nietzsche and Nihilism
PHL 404	Philosophy of Wittgenstein
PHL 406	Philosophy of David Hume
POL 225	Nationalism in World Politics
POL 239	Political Thinkers & Thought
POL 255	European Politics
POL 340	Mod Democracy & its Critics
POL 342	Freedom and Authority
SOC 225	Population Study
SOC 271	Area Studies
SOC 308	Cities And Suburbs
SOC 309	Peasant Society
SOC 311	Social and Cultural Change
SOC 314	Social Theory
SOC 315	Issues in Modern Social Theory
SOC 340	Power and Politics
SOC 350	Social Policy

Literature, Film and Culture

ENG 217	Intro To Shakespeare
ENG 250	Literary History I
ENG 251	Literary History II
ENG 331	Medieval Literature
ENG 333	16th-Century Literature
ENG 335	17th-Century Literature
ENG 340	Restoration & 18th Century Lit
ENG 345	Romantic Literature
ENG 346	Victorian Literature, 1830-1900
ENG 347	20th-Century British Lit
ENG 348	Contemporary British Lit
ENG 411	History of the Eng Language
ENG 425	Seminar in Shakespeare
ENG 435	Seminar In Milton
FRE 311	French Culture
FRE 422	Cultural Express in French Film and Television
FRE 425	Portrait of the Hero in French Fiction
FRE 430	Mask & Reality in French Theat
GER 300	Composition & Conversation
GER 301	German for Business

GER 305	Intro to German Literature
GER 307	German Literature and Film
GER 310	German Culture
GER 425	Self/Society in Short Fiction
GER 430	Modern German Drama
LIT 310	Russian Literature 988-1850
LIT 311	Russian Literature 1850-1917
LIT 312	20th Century Russian Lit
LIT 315	Tolstoy
LIT 317	Dostoevsky
LIT 330	Russian Culture
SPA 305	Cervantes
SPA 310	Spanish Culture & Civilization
SPA 320	Introduction to Spanish Lit
SPA 325	Intro to Latin-Amer/Latino Lit
SPA 403	Medieval Literature
SPA 412	Hispanic Theater and Film
SPA 413	Hispanic Short Story: Transatlantic Conn
SPA 415	Spanish Renaissance
SPA 416	The Spanish Golden Age

Total Credits 21

- Students who place out of foreign language 200 must take foreign language 201 and one additional foreign language course at the 300 or 400 level. Students who place out of foreign language 200 and foreign language 201 must complete one foreign language course at the 300 or 400 level.
- Foreign language majors and minors may only take one area-specific course from their major or minor program.

Student Abroad or domestic experience within a European linguistic context or business environment—study, service-learning or internships—may meet some of the requirements upon consultation with the student's advisor. Students must take at least one course in the European Area Studies Minor upon completion of Study Abroad or a domestic experience as described above.

Independent Research and Study courses and Baccalaureate Honors courses may be substituted in consultation with the Area Studies Program director.

Courses and Descriptions

EUR 250 Intro to European Area Studies 3 Credits

This multi-disciplinary course introduces students to European Area Studies, and focuses upon how Europe has been conceptualized as a social, cultural, economic and political entity. Subjects surveyed through materials drawn from multiple disciplines and media include geography, ecology and climate; principal language systems and their development; historical, political and economic developments from antiquity to the modern era; architecture, city development and design; contemporary cultural life; and the formation and organization of the European Union. Required foundation courses for the European Area Studies minor.

Event Planning and Production

Program Overview

Event planning and production is an interdisciplinary minor that combines the study of communication, marketing and management. With

the rapid growth of non-profit, educational, corporate, recreational, and entertainment events, this minor provides both theoretical and practical training in event planning and management.

The curriculum emphasizes public relations and effective writing, various strategic approaches to business management, and the corporation-consumer relationship. The minor has a strong applied component and approved internship experiences are recommended for all students.

Degree Offered

- Minor in Event Planning and Production

Contact

Shawn Kildea, Ph.D.

Associate Professor and Chairperson

Fine Arts 232

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Program website: Event Planning (<http://www.rider.edu/eventplanning>)

Associated Department: Department of Communication and Journalism

Related Programs

- Communication Studies (p. 331)
- Criminal Justice (p. 344)
- Global Studies (p. 417)

Event Planning and Production Minor Requirements

Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.

Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.

(21 Credits)

Code	Title	Credits
COM 107	Persuasive Writing for Media	3
COM 240	Public Relations	3
COM 261	Multimedia Prod I-Inter Design	3
or MGT 310	Intro to Human Resource Mgmt	
COM 280	Issues in Event Planning	3
COM 341	Publicity Methods	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
MKT 320	Consumer Behavior	3
MKT 260	Service Marketing	3
Additional recommended courses:		
CBA 110	Introduction to Business	
COM 105	Communication, Culture and Media	
COM 440	Cases & Campaigns in PR	
ECO 200	Principles of Macroeconomics	
PSY 100	Intro To Psychology	

Total Credits

27

Courses and Descriptions

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MKT 320 Consumer Behavior 3 Credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior.

Prerequisite(s): MKT 200; Required for advertising majors.

MKT 260 Service Marketing 3 Credits

Focuses on the unique challenges of managing services and delivering quality service to customers. Emphasis is placed on the total organization, and how effective marketing and customer focus must be coordinated across multiple functions. The course is applicable to service organizations and to organizations that depend on service excellence for competitive advantage. Topics include customer-focused management, and customer satisfaction, retention, lifetime value and profitability. Students will learn to map services, understand customer expectations, and develop relationship marketing strategies.

Prerequisite(s): MKT 200.

CBA 110 Introduction to Business 3 Credits

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

ECO 200 Principles of Macroeconomics 3 Credits

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

Film and Media Studies

Program Overview

The film and media studies minor approaches film and media from interdisciplinary humanities and cultural studies perspectives, providing students with a comprehensive and nuanced understanding of media within their experience and the world. Students majoring in Filmmaking, TV and Radio with a Filmmaking concentration are encouraged to minor in Film and Media Studies.

Degree Offered

- Minor in Film and Media Studies

Contact

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Program Website: Film and Media Studies (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/film-media-s>)

Associated Department: Department of English (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/english>)

Related Programs

- Elementary Education (p. 209)
- English (p. 357)
- Filmmaking, TV & Radio (p. 393)
- Journalism (p. 461)
- Philosophy (p. 494)
- Psychology (p. 525)

Film and Media Studies Minor Requirements

(21 credits)

The required Foundation Course, ENG 284/FMS 284, should be taken early in the minor.

Students must complete a minimum of five (5) of the seven (7) Film and Media Studies Program courses uniquely counted toward the 21-credit minor. In other words, no more than two (2) courses counting toward the 21-credit FMS minor can be used toward major or minor requirements in other areas, whether in English, Communication, American Studies, Law and Justice, Languages, Literatures and Cultures, etc.

Code	Title	Credits
Choose at least one course from each group, no more than two from Technical Aspects. You must take a minimum of four FMS-designated courses from among those listed in groups 2, 3, and 4, making a total of five FMS courses.		
I. Foundation Course (required)		
ENG 284/FMS 284	Language of Film Analysis	
II. Film Theory and Aesthetics Courses (choose at least one)		
FMS 260	Great Performances in Film	

FMS 300	Special Topics in Film and Media Studies ¹
FMS 342	Artists of the Cinema
FMS 381/ENG 381	Studies in Film Genre
FMS 382/ENG 382	Comparative Film Directors
FMS 384/ENG 384	Film Adaptation
FMS 484/ENG 484	Seminar in Cinema Studies
AMS 214	Special Topics in American Studies
AMS 215	Alfred Hitchcock in America
MUS 309	Film Music

III. Film History, Media, and Culture Courses (choose at least one)

FMS 250/ENG 281	Global Film History: Origins to 1960
FMS 251/ENG 282	Global Film History: 1961 to Present
FMS 252/ENG 285	American Film History: Origins-1960
FMS 253/ENG 286	American Film History: 1961-Present
FMS 383/ENG 383	Global Cinemas
COM 291	Documentary Film and Video
COM 328	Sitcoms and American Culture
FRE 422	Cultural Express in French Film and Television ²
GER 307	German Literature and Film ³
GLS 310	Ethnographic Film
LAW 204	Law, Literature, and Film in America
LAW 395	Selected Topics in Law/Justice
LAW 405	Crime & Justice in the Media
LIT 322	German Lit & Film in Eng Trans
POL 306	Political Film
PSY 375	Psychology and Film
SOC 252	Media, Culture and Society
SPA 412	Hispanic Theater and Film ⁴
SPA 426	Latin American/Latino Film and Fiction ⁴

IV. Technical Aspects Courses (choose at least one)

FMS 286	Writing Shortscreen Plays for Digital Cinema
COM 131	Fundamentals of Video Production
COM 234	Audio Production
COM 235	Digital Filmmaking
COM 331	Television Production
ENG 312	Creative Writing: Screenwriting
THE 300	Acting for the Camera

Total Credits 0

¹ Depending on the topic, this course may count as a Group II, III, or IV course; TBD as courses are offered.

² Prerequisite: FRE 201, placement test at 300 level or above, or FRE 300 or above.

³ Prerequisite: GER 201, placement test at 300 level or above, or GER 300 or above.

⁴ Prerequisite: SPA 201, placement test at 300 level or above, SPA 300 or above.

Junior and Senior FMS minors also may take:

FMS 490 Independent Research and Study
FMS 491 Internship in Film and Media Study

FMS 490 and 491 will fulfill requirements in the category designated as appropriate by the FMS Director; both courses require permission of Director.

Students minoring in Film and Media Studies are encouraged to consider majoring in Film, Television, and Radio or in English with a Cinema Studies Concentration.

Courses and Descriptions

FMS 250 Global Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From silent comedy and melodrama to German Expressionism and Soviet activist cinema; from French poetic realism and Italian Neo-realism to Hollywood sound cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. FMS 250 is cross-listed with ENG 281 and This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

FMS 251 Global Film History: 1961 to Present 3 Credits

Examines major technological, industrial, and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From the decline of the studio system and the emergence of the "New Hollywood" to the digital revolution; from the renaissance in Western and Eastern European cinemas to Latin American, Asian, and Middle Eastern cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. FMS 251 is cross-listed with ENG 282 and this course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

FMS 252 American Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in American cinema as it grew from the days of one-reel silent shorts exhibited in storefront theaters through the days of studio productions exhibited in lavish picture palaces and featuring iconic stars the system manufactured and promoted. From the inception of sound and color, to the later development of lightweight equipment that freed filmmakers from the confines of the studio, from the "golden age" to the gradual decline of the Hollywood studio system in the 1950s, we will study the lasting genres that grew out of the system, the filmmakers who flourished and those who rebelled against the system, and the ground-breaking films that established the American film industry as a dominant force within the world. FMS 252 is cross-listed with ENG 285.

FMS 253 American Film History: 1961 to Present 3 Credits

Examines the transitions of Hollywood in the post-studio era— the rise of the 1960s-1970s New Hollywood and its ground-breaking films, the rise of the blockbuster as an industry standard; the responses of independent filmmakers and the avant-garde to blockbuster dominance; the transition from the Production Code to the ratings system, the move back to studio-owned theaters, and the emergence of digital cinema and CGI. We will look at how genres are being redefined, how major filmmakers are re-shaping their work to fit 21st century demands, how “gaming,” YouTube, and other media sources are altering the very definition of cinema. FMS 253 is cross-listed with ENG 286.

FMS 260 Great Performances in Film 3 Credits

Examines major accomplishments in film acting from the silent era to the present day. Students will acquire knowledge of the historical and critical contexts and the artistic vocabulary necessary to understanding, appreciating and assessing screen performances in a range of genres— from comedy and the musical, to the melodrama, psychological thriller, and “hard-boiled” film noir. Students will be asked to read, evaluate, and analyze film performance texts, as well as to research and write about performances in numerous films.

FMS 284 Language of Film Analysis 3 Credits

Provides students with the fundamentals necessary for achieving beginning proficiency in methods of cinema studies scholarship. The course provides an in-depth introduction to concepts of film analysis, theory, and history, as well as to the field of cinema studies as an academic discipline. Through close analysis of selected films and readings, students will examine the various and complex ways in which formal elements shape meaning. Students also will study key concepts in film theory, applying these concepts as a further means of understanding the ways in which film positions viewers and mediates ideology. Required of all Film and Media Studies minors. FMS 284 is cross-listed with ENG 284.

FMS 286 Writing Short Screenplays for Digital Cinema 3 Credits

Writing Short Screenplays for Digital Cinema will focus solely on the creation of a short screenplay for digital film. The course will ask that students conceive of and execute a viably producible screenplay, shooting script, and industry pitch for the modern market.

FMS 300 Special Topics in Film and Media Studies 3 Credits

Courses in specialized and interdisciplinary areas of Film and Media Studies explore all three phases of the media experience: the industry that produces, distributes and exhibits; the textual products themselves; and audience reception of these products. FMS 300 Special Topics in Film and Media Studies courses will focus on each of the phases individually and/or on intersections of all three phases. Special topics courses will devote attention to the relationship of film to both traditional as well as new media; the relationship of film to the other arts; the relationship of film to the ancillary products and industries it both creates and depends upon for financial profit; and the relationship of film as an industry and institution to the various cultural institutions film and media texts routinely represent.

FMS 340 Film and Media Audiences 3 Credits

Provides students with the fundamentals necessary for understanding media audiences and reception within the interdisciplinary framework of film and media studies. The course introduces students to the field of audience and reception studies, including theory, empirical scholarship and history. Students will learn about who composed audiences, how they behaved, how they responded to the medium and the texts it delivered, how they interpreted what it meant to be an audience, how audiences were defined and treated by others, both today and historically. This will include audiences of movies, radio, television and news media.

FMS 342 Artists of the Cinema 3 Credits

Provides the opportunity to delve into the work of an individual film artist (whether a director, producer, screenwriter, cinematographer, costume designer, art director, musical composer, actor) or to examine a creative team (various combinations of a director, actor, cinematographer, screenwriter) that has collaborated in producing a series of films together. The course will pose the daunting question: Who is the author of the film? Even when studying individual artists, we will explore the influences and the working relationships that have shaped their work, and we will look outward to the way in which they have influenced other artists of their own generation and beyond.

FMS 381 Studies in Film Genre 3 Credits

Provides an in-depth examination of a variety of film genres (such as the gangster film, the western, the musical, the screwball comedy, the science fiction film, and the horror film, among others), to be examined through the perspective of film genre theory. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing specific genres, and will trace the development of those genres within the dual contexts of the film industry and cultural ideology. Note: This course is cross-listed as ENG 381. Students may not get credit for both ENG 381 and FMS 381.

FMS 382 Comparative Film Directors 3 Credits

Provides an in-depth comparative study of major American, international, independent and avant-garde filmmakers. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing the work of individual directors and will draw meaningful comparisons among directors sharing similar aesthetic and thematic approaches. Students will trace the artistic development of directors through their careers, assessing individual works in the context of film criticism and theory, and in the context of multi-layered intertextual influences. Note: This course is cross-listed as ENG 382. Students may not get credit for both ENG 382 and FMS 382.

FMS 383 Global Cinemas 3 Credits

Provides an in-depth study of the history and defining characteristics of national cinemas. Through close analysis of selected films and readings, students will examine the general movements within the history and development of various national cinemas, with attention to film historiography when considering how patterns are to be viewed in light of the culture, politics, and history of a particular producing nation. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as ENG 383. Students may not get credit for both ENG 383 and FMS 383.

FMS 384 Film Adaptation 3 Credits

Provides an in-depth study of intertextual influence, as film enters into "dialogue" with various literary forms. Through close analysis of selected films and various forms of literature-including novels, graphic novels, short stories, plays, poetry, and journalism-students will study the aesthetic specificity of both film and literary genres and will analyze the transformative qualities at play when a work is adapted from page or stage to screen. Note: This course is cross-listed as ENG 384. Students may not get credit for both ENG 384 and FMS 384.

FMS 484 Seminar in Cinema Studies 3 Credits

Provides an in-depth study of areas central to discussion and debate in the field of cinema studies (such as film violence, cinema censorship, feminism and film, post-colonial cinema, African-American cinema, blaxploitation, The French New Wave, and Italian Neorealism, among others). Through close analysis of selected films and readings, students will examine the impact of specialized influential movements in film history and in film theory and criticism. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as ENG 484. Students may not get credit for both ENG 484 and FMS 484.

FMS 490 Independent Study: Research and Creative Expression 1-4 Credits

FMS 490 Independent Study will allow Film and Media Studies minors to pursue specialized areas of study, research and/or creative work relevant to the field of Film and Media Studies in consultation and close collaboration with a Film and Media Studies faculty member.

FMS 491 Internship in Film and Media Studies 1-4 Credits

FMS 491 Internship in Film and Media Studies will provide approved juniors and seniors minoring in Film and Media Studies with the opportunity to gain practical experience through work in various outside film and media-related publications, businesses, organizations, and production companies.

Filmmaking, TV & Radio

Program Overview

Students majoring in Filmmaking, TV & Radio have the opportunity to participate in classes tailored especially to their interests. They learn the secrets behind successful production in small, hands-on classes in the Department of Communication and Journalism's state of the art digital film, television and radio studios. In addition to class projects, Internships and Co-ops, students gain valuable experience in producing and directing short films and radio and television programs, even as freshmen, on 107.7, The Bronc (<http://www.1077thebronc.com>) - Rider's own radio station, or by participating in R.U.N., The Rider University Network (<http://runetwork.weebly.com>), Rider's student run television network. Students can also participate in the *Semester in LA* program where they spend an entire semester studying and working in Los Angeles. Students have worked for major movie studios, television stations, advertising agencies and more!

Curriculum Overview

Core classes in the digital media program include The Aesthetics of Filmmaking, Audio Production, Television Production, Broadcast Programming, Directing for Film and Television Field Production. Other courses include Broadcast Programming, Writing for Broadcast, Digital Filmmaking, and Documentary Film and Video. Filmmaking, TV and Radio students also have the opportunity to take courses in the Film and Media Studies minor.

Degree Offered

- B.A. in Filmmaking, TV & Radio

Contact

Shawn Kildea, Ph.D.

Associate Professor and Chair

Fine Arts 232

609-895-5458

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Program website: Filmmaking, TV & Radio (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism/majors/digital-media>)

Associated Department: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs:

- Communication Studies (p. 331)
- Graphic Design (p. 423)
- Journalism (p. 461)
- Public Relations (p. 534)
- Web Design (p. 561)

Requirements for the Major and Concentrations

Filmmaking, TV & Radio Major (p. 393)

Filmmaking Concentration (p. 394)

Television Concentration (p. 394)

Radio Concentration (p. 394)

Filmmaking, TV & Radio Major

(24 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Departmental Core (24 Credits)		24
Film, Television and Radio Major Requirements (24 Credits):		
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
COM 131	Fundamentals of Video Production	
COM 233	Writing for Broadcast	
COM 264	Intro to Media Convergence	
COM 301	Communication Law	
COM 302	Communication Ethics	
COM 400	Senior Seminar Communication	
Total Credits		24

¹ Students may not carry a double major within the department. Communication and journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.

² If a student receives a grade lower than "C" in a course required in a major or minor in the department, the student must repeat the course. Credit will only be awarded once for a course that is repeatable. The student must also repeat the course before enrolling in any course for which it is a prerequisite.

Filmmaking Concentration Requirements

(24 Credits)

Code	Title	Credits
COM 234	Audio Production	3
COM 235	Digital Filmmaking	3
COM 236	The Aesthetics of Filmmaking	3
COM 335	Television Field Production	3
COM 338	Writing for Broadcast II	3
COM 402	Directing for Film	3
COM 435	Advanced Digital Filmmaking	3
Select one of the following courses:		3
COM 291	Documentary Film and Video	
COM 330	Documenting Cultures Thru Travel	
COM 361	Photography	
GLS 310	Ethnographic Film	
POL 306	Political Film	
PSY 375	Psychology and Film	
Total Credits		24

Television Concentration

(24 Credits)

Code	Title	Credits
COM 230	Radio & TV Communication	3
COM 234	Audio Production	3
COM 331	Television Production	3
COM 333	Broadcast Programming	3
COM 335	Television Field Production	3
COM 338	Writing for Broadcast II	3
COM 431	Adv TV Research & Production	3
Select one of the following courses:		3
COM 235	Digital Filmmaking	
COM 236	The Aesthetics of Filmmaking	
COM 261	Multimedia Prod I-Inter Design	
COM 262	Graphic Imaging for Multimedia	
COM 265	3D Graphic Animation	
COM 291	Documentary Film and Video	
COM 330	Documenting Cultures Thru Travel	
COM 363	Converging Digital Media	
COM 380	Television Production Practicum	
COM 402	Directing for Film	
COM 435	Advanced Digital Filmmaking	
Total Credits		24

Radio Concentration

(24 credits)

Code	Title	Credits
COM 230	Radio & TV Communication	3
COM 234	Audio Production	3
COM 331	Television Production	3
COM 333	Broadcast Programming	3
COM 337	Music Productn for Mass Media	3
COM 338	Writing for Broadcast II	3
COM 434	Advanced Radio Production	3
Select one of the following courses:		3
COM 235	Digital Filmmaking	
COM 261	Multimedia Prod I-Inter Design	
COM 262	Graphic Imaging for Multimedia	
COM 323	Oral Interpretation of Lit	
COM 330	Documenting Cultures Thru Travel	
COM 335	Television Field Production	
COM 361	Photography	
Total Credits		24

Filmmaking, TV & Radio Minor Requirements

Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department. (Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.)

(21 credits)

Code	Title	Credits
COM 104	Speech Communication	3
COM 230	Radio & TV Communication	3
COM 233	Writing for Broadcast	3
COM 234	Audio Production	3
COM 331	Television Production	3
COM 333	Broadcast Programming	3
COM 431	Adv TV Research & Production	3
Total Credits		21

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
COM 105	Communication, Culture and Media	3

Scientific Perspectives	3
NCT 010 Freshman Seminar	0
Semester Credit Hours	15

Spring Semester

CMP 125 Research Writing	3
HIS 151 World History Since 1500	3
Social Perspectives	3
COM 104 Speech Communication	3
Foreign Language ¹	3
Semester Credit Hours	15

Year 2

Fall Semester

Aesthetic Perspectives: Fine Arts	3
Foreign Language	3
Scientific Perspectives	3
COM 107 Writing for the Media	3
COM 131 Fundamentals of Video Production	3
Semester Credit Hours	15

Spring Semester

Aesthetic Perspectives: Literature	3
Philosophical Perspectives	3
COM 106 Writing for the Communication Professions or COM 233 or Writing for Broadcast	3
COM 230 Radio & TV Communication	3
COM 264 Intro to Media Convergence	3
Semester Credit Hours	15

Year 3

Fall Semester

COM 234 Audio Production	3
COM 301 Communication Law	3
COM 331 Television Production	3
Elective Course Credits ²	6
Semester Credit Hours	15

Spring Semester

COM 302 Communication Ethics	3
COM 333 Broadcast Programming	3
COM 335 Television Field Production	3
Elective Course Credits	6
Semester Credit Hours	15

Year 4

Fall Semester

COM 400 Senior Seminar Communication	3
Web Design Elective	3
Elective Course Credits	9
Semester Credit Hours	15

Spring Semester

COM 431 Adv TV Research & Production or COM 434 or Advanced Radio Production or COM 435 or Advanced Digital Filmmaking	3
Digital Media Elective	3

Elective Course Credits	9
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/ reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the “so what?” questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronx.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation. Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

Finance Minor for Non-business Majors

Program Overview

The finance minor is designed to meet the needs of students who have a variety of career goals. For many types of jobs, it is essential that one understands the process of financial decision-making and the environment in which those decisions take place. To provide this understanding, the minor program consists of a well-rounded course of study in principles in macroeconomics, personal financial planning, management, entrepreneurial finance and other related courses.

This program is offered to all non-business students.

Minor Offered

- Minor in Finance

Contact

Mitchell Ratner, Ph.D.

Associate Professor and Chairperson

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Program Website: Finance (<http://www.rider.edu/finance>)

Associated Department/College: College of Business Administration

Related Programs

- Accounting (p. 27)
- Economics (p. 41)
- Entrepreneurial studies (p. 45)

Finance Minor for Non-business Majors Requirements

(Available to all non-business majors)

(18 credits)

Code	Title	Credits
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
FIN 220	Introduction to Finance	3
Select three of the following:		9
FIN 305	Personal Financial Planning	
FIN 307	Financial Markets & Institut	
FIN 308	International Finance	

FIN 309	Intermediate Corporate Finance
FIN 312	Investments
FIN 315	Financial Modeling
FIN 330	Corporate Cash Management
FIN 350	Entrepreneurial Finance
FIN 360	Derivatives
FIN 412	Investment Analysis

Total Credits 18

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

Courses and Descriptions

FIN 200 Managing Your Money 3 Credits

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning, home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 305 Personal Financial Planning 3 Credits

This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs.

Prerequisite(s): FIN 220.

FIN 307 Financial Markets & Institut 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 315 Financial Modeling 3 Credits

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases.

Prerequisite(s): CIS 185 and FIN 220.

FIN 330 Corporate Cash Management 3 Credits

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multi-national cash management, and other related topics.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POI.

FIN 380 Real Estate 3 Credits

Real estate finance and related subjects in real estate are examined.

Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques.

Prerequisite(s): FIN 220.

FIN 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): FIN 220.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

FIN 469 Special Topics in Finance 3 Credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

FIN 490 Independent Study: Research and Creative Expression 3 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

FIN 491 Finance Internship 1-3 Credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

French

Program Overview

Majoring in a foreign language such as French allows students to pursue careers in business, management, law, government, teaching, translation, publishing, communications, and travel.

French students at Rider acquire an international perspective and a unique intercultural sensitivity. Advanced foreign language skills combined with intercultural expertise increase the employment prospects of our students in the global market place of the 21st century.

A major or minor in French offers students the opportunity to receive a practical grounding in the French language and culture through a challenging curriculum which may include study abroad. In addition, our language, literature, film and culture courses prepare students to understand cultural diversity abroad and at home, to appreciate their own language and culture, and to gain global awareness. An individual fluent in another language acquires insight into the world in which we live. Advanced foreign language skills, combined with an international perspective and intercultural expertise, position our students for productive careers in the global and multicultural marketplaces of the 21st century. Faculty engagement in research and teaching excellence combines with our unique "accent on the individual" through advisement and co-curricular opportunities to create a challenging yet supportive atmosphere in which students can realize their potential.

A major or minor in French will also complement many degree programs in business, education, music and the liberal arts.

Students have access to a state-of-the-art Foreign Language Media Center with 25 computer work stations with Internet access for self-paced work and classroom instruction including interactive audio, video and text-based materials.

Curriculum Overview

Classes in the French major include introduction to French literature, French composition and translation, French for Business and the professions, French culture and French phonetics and conversation. Students also study literature and culture and liberal arts. Students are strongly encouraged to spend one semester abroad.

French students may also minor in Spanish or Chinese.

Honors Programs in Languages, Literatures and Cultures

The department faculty will identify prospective honors students at the earliest possible moment and offer them challenges and encouragement to develop to their highest potential. A student who has a 3.25 cumulative average and a 3.5 in the major may be invited by the department, upon

recommendation of a faculty member, to become a candidate for the 3-credit honors thesis or capstone project. Details of the thesis or capstone project will be arranged to accommodate the interests of the individual student.

The thesis/capstone project is completed during the senior year. It represents the culmination of a student's academic experience, and is an irreplaceable learning experience for the development of research, writing and critical thinking skills for graduate school admissions and success, as well as work in numerous careers. Students who successfully complete the thesis or capstone project and retain the required cumulative and major grade point average will graduate with honors.

Degree Offered

- B.A. in French

Contact

Daria Cohen, Ph.D.

Professor and Chairperson

Fine Arts 383

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Program Website: French (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Associated Department: Department of Languages, Literatures and Cultures (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Related Programs

- Chinese (p. 327)
- Spanish (p. 552)
- European Area Studies (p. 387)

French Major Requirements

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

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Select eight of the following:		24
FRE 305	An Intro to French Literature	
FRE 300	French Composition/Translation	
FRE 301	French for Business	
FRE 311	French Culture	
FRE 320	French Phonetics and Conversation	
FRE 422	Cultural Express in French Film and Television	
FRE 425	Portrait of the Hero in French Fiction	
FRE 430	Mask & Reality in French Theat	
FRE 435	Self in French Prose & Poetry	
FRE 440	A Quest for Identity: Francophone Lit	
FRE 490	Independent Study: Research and Creative Expression	
FRE 496	Special Studies	
Liberal Arts		

Select one option:	12
Option I	
Select two of the following:	
LIT 250	Masterworks of Western Lit I
LIT 251	Masterworks of Western Lit II
Two additional courses in another foreign language.	
Option II	
LIT 250	Masterworks of Western Lit I
or LIT 251	Masterworks of Western Lit II
Three additional courses in another foreign language.	
Total Credits	36

Some of the requirements may be met by Study Abroad. Students are strongly encouraged to spend at least one semester abroad. All majors must take at least one French course per semester in the senior year.

French Minor Requirements

(18 credits)

Code	Title	Credits
FRE 200 & FRE 201	French III and French IV ¹	6
FRE 305	An Intro to French Literature	3
Three French courses at the 300-level or above.		9
FRE 300	French Composition/Translation	
FRE 301	French for Business	
FRE 311	French Culture	
FRE 320	French Phonetics and Conversation	
FRE 422	Cultural Express in French Film and Television	
FRE 425	Portrait of the Hero in French Fiction	
FRE 430	Mask & Reality in French Theat	
FRE 435	Self in French Prose & Poetry	
FRE 440	A Quest for Identity: Francophone Lit	
FRE 490	Independent Study: Research and Creative Expression	
FRE 491	Internshp in Foreign Languages	
FRE 496	Special Studies	
Total Credits		18

¹ Two advanced (300- or 400-level) courses will be substituted upon demonstrated proficiency.

Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper-level course upon completion of a Study Abroad program.

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
FRE 200	French III	3
CMP 120	Expository Writing ¹	3
Social Perspectives		3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
FRE 201	French IV	3
Social Perspectives		3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Scientific Perspectives		3
Semester Credit Hours		15
Year 2		
Fall Semester		
300 or 400 Level French Course (1 of 7)		3
LIT 250	Masterworks of Western Literature I	3
Select one of the following:		3
CHI 100	Chinese I	
SPA 100	Spanish I	
Aesthetic Perspectives		3
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
300 or 400 Level French Course (2 of 7)		3
300 or 400 Level French Course (3 of 7)		3
Select one of the following:		3
CHI 101	Chinese II	
SPA 101	Spanish II	
LIT 251	Masterworks of Western Literature II	3
Select one of the following:		3
Philosophical Perspectives		
Semester Credit Hours		15
Year 3		
Fall Semester		
300 or 400 Level French Course (4 of 7)		3
Select one of the following:		3
CHI 200	Chinese III	
SPA 200	Spanish III	
FRE 305	An Introduction to French Literature	3
Two Elective Courses ²		6
Semester Credit Hours		15
Spring Semester		
300 or 400 Level French Course (5 of 7)		3
Select one of the following:		3
CHI 201	Chinese IV	
SPA 201	Spanish IV	

Three Elective Courses ²	9
Semester Credit Hours	15
Year 4	
Fall Semester	
300 or 400 Level French Course (6 of 7)	3
Four Elective Courses ²	12
Semester Credit Hours	15
Spring Semester	
FRE 490 Independent Study: Research and Creative Expression ((7 of 7))	3
Four Elective Courses ²	12
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Notes:

- Foreign Language core requirements are included in the major.
- Students in the French major must take 24 credit hours beyond French IV and 12 credit hours in collateral Liberal Arts courses.
- Some of the requirements may be met by Study Abroad. Students are strongly encouraged to spend at least one semester abroad.

Courses and Descriptions

FRE 100 French I 3 Credits

Conversational French is taught through basic vocabulary and grammar building. Students will enjoy an immersion-style method emphasizing real-life situations and vocabulary in authentic cultural context, through an interactive textbook, videos, on-line resources, and oral/aural skill building using the technology in the Foreign Language Media Center to enhance learning. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): Placement test if French has been studied elsewhere.

FRE 101 French II 3 Credits

Building on learning in French I, students will begin to converse using more complicated grammatical structures within immersion-style classroom interactions. While the focus is still on conversation and aural skill building, composition skills receive greater emphasis. Students will enjoy an interactive textbook, Internet usage, and authentic videos shot on location in France. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): FRE 100 or placement test.

FRE 200 French III 3 Credits

This course builds on linguistic skills previously acquired through an emphasis on conversation and oral comprehension, and through vocabulary building. Grammar study is continued at a more advanced level, and students begin to read short passages focusing mainly on francophone culture and civilization. Film clips, Internet resources, and other computer-aided learning tools are used to create a dynamic immersion-style learning experience. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): FRE 101 or placement test.

FRE 201 French IV 3 Credits

While continuing the emphasis on aural/oral production and grammar and vocabulary building, short passages of greater complexity taken from literary texts, newspapers, and magazines will become the focus of conversation/composition activities. Technological resources will continue to enhance the immersion-style learning experience consistent with a course in advanced French. Successful completion of this course, or its equivalent, serves as a prerequisite for French courses at the 300 and 400 level. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): FRE 200 or placement test.

FRE 300 French Composition/Translation 3 Credits

An in-depth study of style, shades of meaning, and correctness of expression. Translation of business/professional/scientific/political texts will receive emphasis, and students will continue to perfect their writing skills, and review and improve advanced grammatical structures.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 301 French for Business 3 Credits

The fundamentals needed to survive in the French professional and business world are taught. Students will continue to perfect oral/written/aural skills while learning about the cultural climate within which these skills will be used. Students will learn how to prepare effective business/professional correspondence and, through role-playing activities, will use their knowledge in such real-life situations as interviewing, telephone conversations, and business meetings.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 305 An Introduction to French Literature 3 Credits

A chronological overview of the evolution of French literature from the chansons de geste into the 20th century. Study and interpretation of selected works, authors or literary movements through the Renaissance, the classical period, Enlightenment, romanticism, realism, naturalism to representative works by authors of our century from Proust to existentialism, the nouveau Roman, theatre absurde and beyond. Required for majors.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 311 French Culture 3 Credits

A study of modern France and French value orientations as they are rooted in tradition and history and continue to shape everyday life as well as institutions, social organizations, artistic expression, education, attitudes and human interaction. A comparative approach will examine the underlying differences between France and the United States. Classes are in English.

FRE 320 French Phonetics and Conversation 3 Credits

This course is an introduction to French phonetics and is designed to help students further develop their skills in speaking French accurately and fluently. The course requires students to learn basic linguistic symbols and the phonetic alphabet as a theoretical step toward improving articulation and pronunciation. Moreover, special emphasis will be placed on the development of vocabulary and of appropriate communication techniques to participate in discussions in French. The course will be a mix of lectures, class discussions, debates, face-to-face conversations, and role games requiring a strong active participation. Counts toward major and minor requirements.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 422 Cultural Expression in French Film and Television 3 Credits

A systematic analysis of selected French films and television broadcasts will reveal cultural value orientations as they relate to love, family, community, leisure, work, social, and political organization. A comparative approach will stress the underlying cultural differences between France and the United States.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 425 Portrait of the Hero in French Fiction 3 Credits

This course deals with modern French fiction and its depiction of the role of the hero as a figure who gradually loses control over his fate (Stendhal, Balzac) and is changed into someone who struggles against ever increasing odds, only to be finally vanquished (Flaubert). The main character may find fulfillment in recollections of the past (Proust), explore the moral parameters of existence (Gide, Camus) or become the incapacitated anti-hero of Beckett's novels.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above; exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 430 Mask & Reality in French Theater 3 Credits

A study of theater through the optic of a unifying theme: the mask and reality. The goal is to gain a greater appreciation of the art of dramatic illusion whereby actors, while wearing the masks of the characters they play, allow us to examine ourselves and reality in true, unmasked form. Playwrights to be studied will range from the classical theater of Racine and Corneille, through the modern avant-garde, existentialist and Theater of the Absurd works of such playwrights as Ionesco and Beckett.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 435 Self in French Prose & Poetry 3 Credits

Are we determining or pre-determined creatures? What is our essential nature? Is the quest for salvation justified? A study of the historical, political, and social realities in which the texts were composed will shed light on the concept of the self. Representative authors from the Renaissance to modern times will include: Montaigne, Descartes, Pascal, Montesquieu, Rousseau, Hugo, Baudelaire, Apollinaire, Sartre, Camus, Duras, Sarraute, Colette, de Beauvoir.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 440 A Quest for Identity: Francophone Literature and Culture 3 Credits

This course introduces the cultures of countries or regions where French is used either as the (or one of the) official language(s) or, in a less official capacity, by a segment of the population. In readings, discussions, songs, film viewings, and written assignments, students will experience the Francophone cultures of specific areas and the amazing diversity of the Francophone world. They will also explore the difficult relation of the Francophone countries with France. The course considers issues of social status, history, resistance, and identity. Counts toward major and minor requirements.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

FRE 491 Internship in Foreign Languages 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies, and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major.

Prerequisite(s): students should have completed at least one 300-level course in the foreign language.

FRE 496 Special Studies 3 Credits

Offered as needed to complement the program in French. A seminar open to a variety of topics treating a particular author, period, genre or critical approach.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

Gender and Sexuality Studies

Program Overview

The minor in gender and sexuality studies allows students to explore the complex interactions among race, class, ethnicity, gender, and sexuality. Courses consider the current debates on some of the key issues such as reproductive rights, domestic partnerships, health, communication and law. Students in this minor will benefit from furthering their understanding about how gender, race, class, ethnicity, and sexuality affect the way that individuals think and act.

Degree Offered

- Minor in Gender and Sexuality Studies

Contact

Erica Ryan, Ph.D.

Assistant Professor of History

Director, Gender and Sexuality Studies Program

North Hall 105

609-895-5452

eryan@rider.edu

Program Website: www.rider.edu/genderstudies (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/gender-sexuality-studies>)

Related Programs

- Baccalaureate Honors (p. 14)
- Biology (p. 315)
- Communication Studies (p. 331)
- Chinese (p. 327)
- Criminal Justice (p. 344)
- English (p. 357)
- Global Studies (p. 417)
- History (p. 443)
- Management and Leadership (p. 81)
- Multicultural Studies (p. 489)
- Philosophy (p. 494)
- Popular Music Studies (p. 1061)
- Political Science (p. 515) (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/certificates/political-science>)
- Psychology (p. 525)
- Sociology (p. 545)
- Spanish (p. 552)

Gender Studies Minor Requirements

(18 credits)

Code	Title	Credits
Required courses:		
GSS 200	Intro to Women's Studies	6
GSS 400	Seminar in Transcultural Gender and Sexuality	
Select four courses, at least two of which must have GSS prefixes		
GSS 100	Introductn to Gender Studies	12

GSS 110	Race, Class and Gender in Contemporary American Society	
GSS 230	Women In Literature	
GSS 245	Popular Constructions of Gender and Sexuality	
GSS 300	Feminist Literary Criticism	
GSS 310	Special Topics	
GSS 312	Gender, War and Peace	
GSS 313	Gender and Ethics	
GSS 318	Gender and Communication	
GSS 319	Gender and Sexuality in American Society	
GSS 322	Witch Hunts: Femicide Through Centuries	
GSS 333	Gender and Sport	
GSS 340	Biology of Gender and Sexuality	
GSS 350	Leadership and Community	
GSS 375	Transgender Narratives	
GSS 490	Independent Study: Research and Creative Expression	
GSS 491	Internship	
BHP 320	Honors Sem: Gender and Music	
BHP 321	Gender and Sexuality in Hip Hop and R & B	
CHI 307	Images of Women in Chinese Literature and Film	
ENG 375	Literature and Sexuality	
HIS 249	Women in Europe from Antiquity to the French Revolution	
HIS 309	Women in American History	
HIS 342	Women in East Asia	
LAW 304	Women and Law	
MCS 110	Race, Class and Gender in Contemporary American Society	
MGT 320	Managing Workforce Diversity	
PHL 230	Philosophy of the Sexes	
POL 280	Sex & Politics	
PSY 218	Psychology of Women	
PSY 374	Psychology of the Family	
PSY 381	Psychology of Gender	
SOC 205	Families	
SOC 312	Women In Society	
SOC 316	Feminist Social Thought	
Total Credits		18

Courses and Descriptions

GSS 100 Introductn to Gender Studies 3 Credits

An introduction to the role of gender in human experience, examining the biological, historical, literary, artistic, and institutional manifestations of gender, and exploring the intersections of gender, sex, and sexuality.

GSS 110 Race, Class and Gender in Contemporary American Society 3 Credits

This interdisciplinary course analyzes the ways in which race, class, gender and ethnic relationships shape the experience of all persons in this society. It examines the categories of race, class and gender as social constructs that have been historically developed and sustained by economic, social, political, and cultural factors.

GSS 200 Introduction to Women's Studies 3 Credits

An interdisciplinary investigation of traditional and contemporary gender roles, and of women's status, identity, and potential. Required for minor.

GSS 230 Women In Literature 3 Credits

A range of literary presentations of the female experience and of the conditions of women's lives is explored. These works are placed in historical and social contexts in order to see behind and beyond traditional literary conventions. Cross-listed with ENG 230.

GSS 245 Popular Constructions of Gender and Sexuality 3 Credits

This course takes an interdisciplinary approach to investigate the constructs that society creates and maintains with relation to sexuality and gender. As we are increasingly confronted with images of gender and sexuality, it becomes vital to interrogate the origins of these images from a variety of disciplinary perspectives in order to analyze and critique these constructs. Students will be introduced to theoretical approaches to analyzing popular constructs of gender and sexuality from a variety of areas, including (but not limited to) the humanities, the physical sciences, and the social sciences.

GSS 300 Feminist Literary Criticism 3 Credits

This seminar explores the diversity within feminist literary analysis. Various national, ethnic and cultural standpoints are represented and the different as well as the common assumptions within feminist thought will be discussed.

GSS 309 Women in American History 3 Credits

Examines the roles, status, and influence of women from the colonial era to the present. Studies the origins and development of feminism, including legal, political, educational, economic, and sexual rights; and studies social feminism, including reform movements in such fields as abolition, prohibition, pacifism, child labor, and social welfare.

GSS 310 Special Topics 3 Credits

Studies in specialized areas of feminist scholarship. Topics change according to instructor and are listed in the course roster.

Prerequisite: one previous course in gender and sexuality studies or permission of instructor.

GSS 312 Gender, War and Peace 3 Credits

Through readings in literature, history, political science, philosophy, and psychology, the course will explore critically the myths linking feminine gender with pacifism and masculine gender with aggression. Various perspectives on peace and war, the history of peace movements, and women's as well as men's participation in war will be considered.

GSS 313 Gender and Ethics 3 Credits

An interdisciplinary seminar involving a concentrated study of recent works in feminist theory, with special attention to issues such as: Do men and women have different ethical perspectives and different styles of moral reasoning? How do the "ethics of care" differ from the traditional "ethics of justice?" Can the models of justice and care be integrated into a more comprehensive theory?

GSS 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GSS 318. Students may not get credit for both COM 318 and GSS 318.

GSS 319 Gender and Sexuality in American Society 3 Credits

What makes a man, exactly, and what makes a woman? What kinds of sex are normal, and what kinds are abnormal? Who decides, and why? The answers to these questions are not fixed. Throughout American history, popular understandings of gender and sexual norms evolved in close relationship with the political, economic, racial, and social dictates of the time. This course will trace the evolution of ideas on sex and gender from the 18th century to the present using various historical sources including fiction and film, particular attention will be given to analyzing dominant models of proper behavior and the complex relationships of power enmeshed within them.

GSS 322 Witch Hunts: Femicide Through Centuries 3 Credits

We will look at the perceived definitions of "witch" and "witchcraft" in relation to establishing medieval to modern gender codes. Our detailed study of perceptions of witches and their practices will reveal the power dynamics, social constructions and definitions that aided in the demise of countless women labeled as "witches" throughout history. Considerable time will be spent in exploring the internal controversy within the field of witchcraft studies regarding the use of words such as "genocide," "femicide," and "gendercide."

GSS 333 Gender and Sport 3 Credits

Typical thoughts of sport include ticket prices, player salaries, team rosters, and league standings; rarely is it viewed from a gender perspective. This course will go beyond the examination of Title IX to better understand the relationship between masculinity, femininity and sports. This course will examine various aspects of gender and sport, including media and gender representation, race and ethnicity, drugs and violence, men and masculinities, sexualities, policy and politics, the feminist critique of sport, the initiation rites and hazing in college sports, sports wagering, and the internationalization of sport, including but not limited to the Olympics and Paralympics.

GSS 340 Biology of Gender and Sexuality 3 Credits

It is expected that students will gain a base of knowledge sufficient to understand science as a way of understanding the natural world and to evaluate scientific information provided in popular media for its validity as related to topics of biology and gender and/or sexuality.

Prerequisite(s): Junior or senior standing.

GSS 350 Leadership and Community 3 Credits

Designed for all students whose future plans include community service, organizing, and leadership, this course will study organizing in response to domestic violence, discrimination on the basis of gender and sexuality, sexual harassment, and other issues that are significant for women and/or the LGBTQ community. Building coalitions, skills for leadership, and strategies for effective organization will be covered in readings and in class discussions and students will practice what they have learned by volunteering in a local nonprofit organization.

GSS 375 Transgender Narratives 3 Credits

An introduction for Gender and Sexuality Studies minors and other interested students to the interdisciplinary field of transgender studies. Students will learn to distinguish between transsexual, transgender, transvestite, and intersex identities; to explore cross-cultural gender diversity; to recognize diverse subcultural expressions of gender, such as cross-dressing, camp, and drag; to identify long-standing stereotypes about trans people; and to understand trans people's narratives about hormonal or surgical gender transition through literary and multimedia genres.

GSS 400 Seminar in Transcultural Gender and Sexuality 3 Credits

This seminar offers an opportunity for upper-level students to engage in a multidisciplinary study of the constructions of gender and sexuality in a variety of cultural contexts across the globe. Topics change according to instructor. Required for minor. Prerequisites: Junior or senior standing.

GSS 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

GSS 491 Internship 1-4 Credits

General Business for Non-business Majors

Program Overview

Available to all non-business majors, the General Business minor at Rider University provides students an understanding of the language and basic concepts of business. A minor in business administration can complement any major and may expand career opportunities. Students outside of the CBA can augment their understanding of business by joining business clubs, such as DAARSTOC (<http://www.rider.edu/academics/colleges-schools/college-business-administration/clubs-organizations/daarstoc>), and participate in club events like the Accounting Society's guest speakers' nights.

Curriculum Overview

Students will learn foundational knowledge in business, including the fundamentals of economics and core concepts in financial accounting, management, finance and marketing. In addition, students will understand the legal environment in which business operates.

Contact

Ira Sprotzer, J.D., M.B.A.

Associate Professor and Chairman

Sweigart Hall 239

609-896-5280

sprotzer@rider.edu

Program Website: www.rider.edu/generalbusiness (<http://www.rider.edu/generalbusiness>)

Associated Department: Department of Marketing, Sport Management and Legal Studies (<http://www.rider.edu/academics/colleges-schools/college-business-administration/undergraduate-majors-programs-0/marketing>)

Related Programs

- Accounting (p. 27)
- Economics (p. 41)
- Finance (p. 50)
- Global Studies (p. 417)

General Business Minor Requirements

Available to all non-business majors

(24 credits)

Code	Title	Credits
MSD 105	Quantitative Methods for Business	3
or MTH 210	Calculus I	
Select one of the following:		3
MSD 200	Statistical Methods I	
MTH 120	Intro to Applied Statistics	
ENV 200	Statistical and Computer Applications in the Natural Sciences	
PSY 201	Statistics and Research Design	
ACC 210	Introduction to Accounting	3
ECO 201	Principles of Microeconomics	3
MGT 201	Fund Management & Org Behavior	3
MKT 200	Marketing Principles	3
BUS 300	The Legal and Ethical Environment of Business	3
FIN 220	Introduction to Finance	3
Total Credits		24

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

Courses and Descriptions

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are re explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MTH 120 Introduction to Applied Statistics 3 Credits

Collection and presentation of data. Measures of location and variation, sampling theory, hypothesis testing, confidence intervals, t-tests, chi-square tests, regression, and correlation. Emphasizes practical applications. Not open to business administration, chemistry, environmental, geosciences, marine sciences, math or liberal studies: marine ecological or environmental emphasis majors.

Prerequisite(s): MTH 102 or MTH 105.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

Geosciences

Program Overview

The Geosciences major prepares students for meaningful and productive post-baccalaureate employment and/or admission to high-quality graduate programs. The program incorporates a broad and challenging curriculum, which emphasizes and investigates many of the important geologic subdisciplines including rock-forming mechanisms and controls, deformational and tectonic processes, the weathering and erosion of geologic materials, the transport and deposition of derived sediments and the physical and biological history of the Earth.

Curriculum Overview

In the third or fourth year of study, all Geosciences majors attend an approved, senior-level geology field camp where they learn not only fundamental field and mapping skills, but also how to professionally apply and integrate what they have learned in their individual courses to complex, real-world geologic problems.

Honors Program in Geosciences

Graduation with honors in Geosciences is awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the program is by invitation of the faculty of the Department of Geological, Environmental, and Marine Sciences (GEMS). Eligibility requirements include a minimum GPA of 3.5 in courses required for the major and the satisfactory completion of a senior thesis. In addition, an honors candidate must maintain an overall minimum GPA of 3.0.

Degree Offered

- B.S. in Geosciences

Contact

Kathleen M. Browne, PhD
GEMS Chairperson

Science and Technology Center 324C
609-896-5408
browne@rider.edu

Program Website: Geoscience (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Related Programs:

- Earth and Environmental Sciences (p. 352)
- Environmental Sciences (p. 372)
- Environmental Studies (p. 380)
- Integrated Math and Sciences (p. 452)
- Liberal Studies: Marine Ecological Emphasis (p. 473)
- Marine Sciences (p. 477)

Geosciences Major Requirements

(64-67 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Geological, Environmental, and Marine Sciences		
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
ENV 205	Introduction to Geographic Information Systems	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
GEO 201	Elements of Mineralogy	4
GEO 305	Petrology and Petrography	4
GEO 306	Sedimentology and Stratigraphy	4
GEO 310	Structural Geology	4
GEO 350	Soil and Surficial Processes	4
GEO 407	Hydrology and Water Resources	4
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MAR 210	Marine Life Through Time	4
Attendance at an approved geology field camp		3-6
Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Physics		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
Mathematics		
Select one of the following:		
MTH 105	Algebra and Trigonometry	4
or MTH 210	Calculus I	
Electives		

Select two of the following:	6
ENV 220	Weather and Climate Change
ENV 375	Environmental Biogeochemistry
GEO 168	Mesozoic Ruling Reptiles
MAR 340	Marine Processes and Environments: Seminar
Free electives	12
Total Credits	80-83

Notes:

1. Majors will also take either MTH 105 or MTH 210 to fulfill their math core requirement.
2. A minor in chemistry, physics, or marine sciences is strongly recommended.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MTH 105	Algebra and Trigonometry ¹	4
HIS 150	World History to 1500	3
NCT 010	Freshman Seminar	0
Semester Credit Hours		14
Spring Semester		
CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
HIS 151	World History Since 1500	3
Social Perspectives		3
Foreign Language		3
Semester Credit Hours		16
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
MAR 210	Marine Life through Time	4
Foreign Language		3
Semester Credit Hours		15
Spring Semester		
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Select one of the following:		3
ENV 220	Weather and Climate Change	
ENV 375	Environmental Biogeochemistry	

GEO 168	Mesozoic Ruling Reptiles	
Philosophical Perspective		3
Aesthetic Perspectives: Literature		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		16
Year 3		
Fall Semester		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
ENV 205	Introduction to Geographic Information Systems	3
Select one of the following:		3
MAR 340	Marine Processes and Environments: Seminar	
GEO 168	Mesozoic Ruling Reptiles	
Social Perspectives		3
One Elective Course ²		3
Semester Credit Hours		16
Spring Semester		
Select one of the following:		4
GEO 350	Soil and Surficial Processes	
GEO 407	Hydrology and Water Resources	
GEO 310	Structural Geology	4
HIS 151	World History Since 1500	3
Two Elective Courses ²		6
Semester Credit Hours		17
Summer Semester		
Attendance at an approved Geology Field Camp		3-6
Semester Credit Hours		3-6
Year 4		
Fall Semester		
GEO 201	Elements of Mineralogy	4
GEO 306	Sedimentology and Stratigraphy	4
Two Elective Courses ²		6
Semester Credit Hours		14
Spring Semester		
Select one of the following:		4
GEO 350	Soil and Surficial Processes	
GEO 407	Hydrology and Water Resources	
GEO 305	Petrology and Petrography	4
Two Elective Courses ²		6
Semester Credit Hours		14
Total Credit Hours for Graduation		125-128

COURSES AND DESCRIPTION

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. Prerequisite(s): High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. Prerequisite(s): CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. Prerequisite(s): CHE 121.

Corequisite(s): CHE 122.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

¹ For course placement information please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Please note that elective credits may be used to complete requirements in a second major or minor.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

ENV 375 Environmental Biogeochemistry 3 Credits

This course examines the biogeochemical interactions among various environmental components, including water, rock, soil, organisms, and atmosphere. Covered topics focus on the relation between the biosphere and changes in the Earth's environment and atmosphere. The transfer of energy and nutrients within terrestrial ecosystems also is explored. Case studies from various examples will be used to understand ecosystem dynamics. Long-term environmental change and present-day ecosystem restoration activities are examined in the context of biotic offsets and land-use planning. The biogeochemical cycles of some environmentally sensitive compounds and elements in natural systems, such pesticides, mercury, and lead, also may be examined. Three hours of lecture per week.

Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121, CHE 122, CHE 123.

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 168 Mesozoic Ruling Reptiles 3 Credits

This course provides an introduction to the vertebrate groups that dominated the land (Dinosaurs), the seas (Mosasaurs, Plesiosaurs, Pliosaurus, Tylosaurus, and Ichthyosaurs) and the skies (Pterosaurs, Pterodactyls) during the Mesozoic Era (65-250 million years ago). Students study the diversity of skeletal architectures and their reconstructed function and the often controversial, inferred anatomy, physiology, reproductive strategy, habit, and social behaviors of these animals that are different from mainstream reptiles, birds, and mammals. They also learn about the paleogeographical, and paleoclimatological conditions that facilitated the evolutionary rise to dominance and diversification of these vertebrate groups and the debated causes of their eventual extinction. These topics also serve to illustrate how the scientific approach works and how competing hypotheses are evaluated. Three hours of lecture per week. Weekend field trips may be required.. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 201 Elements of Mineralogy 4 Credits

The physical properties, chemistry, atomic structure, crystallography, uses, and environmental impacts of important minerals of the lithosphere and biosphere are presented. In addition, lab assignments and exercises emphasize crystal symmetry and chemistry; polarizing microscope, ICP, and x-ray analytical techniques; the graphical display and interpretation of compositional data; optical properties of isotropic and uniaxial minerals; and the identification of mineral hand specimens. Three hours of lecture and one three-hour lab per week. At least one weekend field trip required. Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121 taken prior or concurrently; or permission of instructor.

Corequisite(s): GEO 201L.

GEO 201L Elements of Mineralogy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 201.

GEO 305 Petrology and Petrography 4 Credits

The origin, evolution, and terrestrial distribution of igneous and metamorphic rocks are presented and detailed. Classroom lectures and discussions emphasize rock geochemistry, mineralogic variability, the constraints placed on petrogenetic models by physio-chemical studies of natural and synthetic systems, and the relation of the various rock types to current plate tectonic theory and other whole-earth processes. The laboratory emphasizes the continuing development of optical microscopy skills, the identification of rock texture and mineralogy in thin section and hand specimen, the optical determination of mineral composition, and the recognition of possible petrogenetic processes as recorded in the rocks themselves. Three hours of lecture and one three-hour lab per week. Two weekend field trips required. Prerequisite(s): GEO 201, and CHE 122 and CHE 123 or taken prior or concurrently; or permission of instructor.

Corequisite(s): GEO 305L.

GEO 305L Petrology and Petrography Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 305.

GEO 306 Sedimentology and Stratigraphy 4 Credits

The principles of weathering, erosion, transportation, and deposition of sediment are the focus of this course. Sediment characteristics are examined to identify the processes involved in transporting grains and the specific environment in which the grains were deposited. Students will learn how to collect, analyze, and interpret sedimentary data and how to interpret surface and subsurface stratigraphic data using various techniques, such as lithostratigraphic, biostratigraphic, and geophysical, correlations. Field trips will expose students to different sedimentary environments and provide opportunities for students to learn how to conduct fieldwork. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite(s): GEO 100.

Corequisite(s): GEO 306L.

GEO 306L Sedimentology and Stratigraphy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 306.

GEO 310 Structural Geology 4 Credits

The origin, distinguishing characteristics, and geographic distribution of deformational structures of the Earth's crust. In the laboratory, GPS, GIS, geologic maps, and three-dimensional problems are used in the study of typical surface and subsurface geologic problems. Three hours of lecture and one three-hour lab per week. Weekday and/or weekend field trips may be required. Prerequisite(s): GEO 100 or GEO 113, GEO 102.

Corequisite(s): GEO 310L.

GEO 310L Structural Geology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 310.

GEO 350 Soil and Surficial Processes 4 Credits

This course examines the physical, chemical, hydrological, and biological aspects of soil and their relation to geomorphologic development. Specific topics include descriptions of soil texture and structures, soil classification, soil colloids, soil redox and pH, and their effect on vadose zone water chemistry. Soil genesis and erosion controls, microbiology/ecology, nutrient cycles, and modern soil pollution from sludge and pesticide applications, as well as domestic and industrial chemical spills, also are discussed. The lab portion of the course introduces the basic techniques of soil analysis, both physical and chemical, and field survey methods. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, and GEO 102.

Corequisite(s): GEO 350L.

GEO 350L Soil and Surficial Processes Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 350.

GEO 407 Hydrology and Water Resources 4 Credits

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, GEO 102, and MTH 105.

Corequisite(s): GEO 407L.

GEO 407L Hydrology and Water Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 407.

MAR 120 Oceanography 3 Credits

In this course, students will investigate the geological, chemical, physical, and biological processes that shape the ocean. Emphasis will be placed on how these processes interact with each other and with human populations. These interactions influence important global phenomena that impact all our lives, including weather and climate, the distribution of marine organisms and other natural resources, and coastal processes. Understanding these phenomena will enable students to make more informed decisions and contribute to serious global marine issues. Students will learn through lectures, readings, practical experiences with real data, and hands-on exercises designed to foster a deeper understanding of the scientific process. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 120. Students may not get credit for both MAR 120 and GLS 120.

MAR 121 Introductory Oceanography Lab 1 Credits

This lab course introduces students to the fundamental aspects of geological, chemical, physical and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): MAR 120 or GLS 120 or as prerequisite(s).

MAR 210 Marine Life through Time 4 Credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 210L Marine Life through Time Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): MAR 210.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 340 Marine Processes and Environments: Seminar 3 Credits

This course is designed as a seminar course. Therefore, students will learn to lead class discussions, to analyze and critique peer-reviewed journal articles, and to enhance their presentation skills. Students will interpret graphical, spatial, and numerical data to support their positions. Content will emphasize the interactions among marine processes, biological features, and geologic landforms.

Prerequisite(s): MAR 120 or GEO 100; GEO 306.

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. Prerequisite(s): MTH 105, MTH 210, MTH 211 or MTH 212.

Corequisite(s): PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week.

Corequisite(s): PHY 100.

Global Studies

Program Overview

The global studies major is a rigorous program aimed at providing students a firm foundation and understanding of globalization, global community, international relations, and the politics of the global economy.

Employers in all areas — from education to business to law — seek out employees with global literacy. According to a recent survey asking what they looked for in college graduates, employers answered that they wanted candidates with the ability to understand the global context of situations and decisions; the ability to comprehend global issues; an understanding of the United States' role in the world; a knowledge of

the cultural diversity in the U.S. and in other countries and the ability to analyze and solve complex problems, among other related topics.

Rider's global studies majors gain the tools and skills needed to thrive in this increasingly global society — along with a new way of viewing the world. Students also have crucial access to internships in the United States and around the world.

Curriculum Overview

The rigorous but flexible global studies program offers students the freedom to create their own course of study by combining courses from business to political science, from anthropology to economics, from communications to foreign languages — based on their professional interests and needs. Coursework offers insight into international events through open discussions with faculty and fellow students.

Students also have the opportunities to study abroad in a variety of countries while earning credits and/or to take part in international and domestic internship opportunities.

In addition, students have the chance to participate in global videoconferencing with students in the Middle East and other international areas to share knowledge of educational systems, lives, hopes and dreams, and to promote understanding across cultures.

Degrees Offered

- B.A. in Global Studies

Contact

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Program Website: Global Studies (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/global-studi>)

Associated Department/College: Liberal Arts Programs

Related Programs:

- Economics (p. 355)
- Finance (p. 50)
- Foreign Language (Spanish (p. 552), French (p. 405), or Chinese (p. 327))

Global Studies Major Requirements

(42 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Foundation Courses		
GLS 180	Understanding Global Relations	3
GLS 200	Social Construction Global Soc	3
GLS 201	Politics of the Global Economy	3
GLS 215	Global Politics	3
Tracks		

Select one course from each track:

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I. International Communications and ProcessesCOM 252/GLS Intercultural Communication
252COM 352/GLS Chinese and American Intercultural Commu
352COM 393/GLS International Communication
393ENV 205/GLS Introduction to Geographic Information Systems
205

GLS 285 The Student Global Village

POL 210/GLS Public Opinion
210

POL 295 Special Topics in Political Science

POL 307/GLS Political Communication
307POL 368/GLS International Organizations
368**II. Global Cultures and Global Society**

GLS 310 Ethnographic Film

GLS 325 Global Persptvs Hlth & Illness

HIS 352 History of Socialism

HIS 343 Ottoman Empire and the Balkans

IND 210 Global Encounters: Special Education Abroad: A
Comparative ExperienceMUS 308/GLS World Music
308POL 306/GLS Political Film
306POL 340/GLS Mod Democracy & its Critics
340**III. Critical Global Issues**GEO 113/GLS Environmental Geology (also cross listed as
113 GLS-113)MAR 120/GLS Oceanography
120POL 219/GLS Terrorism, Revolut & Polit Viol
219POL 225/GLS Nationalism in World Politics
225POL 315/GLS Global Issues
315POL 342/GLS Freedom and Authority
342POL 365/GLS Third World Politics
365POL 367/GLS Pol Exile, Asylum & Diaspora
367**Electives**Five courses selected from the tracks (Language and Culture highly
recommended)**Language and Culture**Language culture courses include FRE 311, GER 310, LIT 330,
SPA 310, SPA 311. All upper-level languages, or any foreign language
prefix course at the 200-level or above are also credited towards the
major after the other requirements are fulfilled.

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Economics Electives

ECO 200 Principles of Macroeconomics

ECO 201 Principles of Microeconomics

FIN 308 International Finance

Capstone Seminar Critical Issues ¹ 3

Total Credits 42

¹ See Program Director**Global Studies Minor Requirements**

(21 credits)

Code	Title	Credits
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Foundation Courses

Select two of the following: 6

GLS 180 Understanding Global Relations

GLS 200 Social Construction Global Soc

GLS 201 Politics of the Global Economy

GLS 215 Global Politics

Tracks

Select five courses, three of which must be from different tracks: 15

I. International Communications and ProcessesCOM 252/GLS Intercultural Communication
252COM 352/GLS Chinese and American Intercultural Commu
352COM 393/GLS International Communication
393ENV 205/GLS Introduction to Geographic Information Systems
205

GLS 285 The Student Global Village

POL 210/GLS Public Opinion
210

POL 295 Special Topics in Political Science

POL 307/GLS Political Communication
307POL 367/GLS Pol Exile, Asylum & Diaspora
367POL 368/GLS International Organizations
368**II. Global Cultures and Global Society**

ENG 337 Global Literature

GLS 310 Ethnographic Film

GLS 325 Global Persptvs Hlth & Illness

HIS 352 History of Socialism

HIS 343 Ottoman Empire and the Balkans

IND 210 Global Encounters: Special Education Abroad: A
Comparative ExperienceMUS 308/GLS World Music
308POL 306/GLS Political Film
306POL 340/GLS Mod Democracy & its Critics
340**III. Critical Global Issues**

GEO 113/GLS 113	Environmental Geology (also cross listed as GLS-113)
MAR 120/GLS 120	Oceanography
POL 219/GLS 219	Terrorism, Revolut & Polit Viol
POL 225/GLS 225	Nationalism in World Politics
POL 315/GLS 315	Global Issues
POL 342/GLS 342	Freedom and Authority
POL 365/GLS 365	Third World Politics
POL 367/GLS 367	Pol Exile, Asylum & Diaspora

IV. Language and Culture

All upper-level languages, or any foreign language prefix course at the 200 level or above are credited toward the major provided all the other requirements are fulfilled. Students will receive credit for any courses in a second foreign language, provided all other requirements are fulfilled.

V. Global Economics

ECO 200	Principles of Macroeconomics
ECO 201	Principles of Microeconomics
FIN 308	International Finance

Total Credits 21

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
GLS 180	Understanding Global Relations	3
Scientific Perspective		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Social Perspective		3
GLS 200	The Social Construction of Global Society	3
Foreign Language		3
Semester Credit Hours		15
Year 2		
Fall Semester		
GLS 201	Politics of the Global Economy	3

GLS 215	Global Politics	3
Aesthetic Perspective: Fine Arts		3
Foreign Language		3
Scientific Perspective		3
Semester Credit Hours		15

Spring Semester

Aesthetic Perspective: Literature		3
Philosophical Perspective		3
Social Perspectives		3
Global Cultures and Society Elective Course ²		3
Global Studies Elective Course from Any Track ²		3
Semester Credit Hours		15

Year 3

Fall Semester

Two Global Studies Elective Courses from Any Track ²		6
Three Elective Courses ²		9
Semester Credit Hours		15

Spring Semester

Two Global Studies Elective Courses from Any Track ²		6
Three Elective Courses ²		9
Semester Credit Hours		15

Year 4

Fall Semester

One Global Studies Elective Course from Any Track ²		3
Four Elective Courses ²		12
Semester Credit Hours		15

Spring Semester

COM 400	Senior Seminar Communication	3
Four Elective Courses ²		12
Semester Credit Hours		15

Total Credit Hours for Graduation 120

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

GLS 113 Environmental Geology 3 Credits

Examines the premise that "our society exists by geologic consent subject to change without notice" by studying a number of important geologic processes and the hazards and/or resources they present to individuals, society, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, climate change, and water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and the interactions between the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation of their connection to the surrounding geologic environment, leading to better, more informed business, political, and personal decisions. Three hours of lecture per week. Note: This course is cross-listed as GEO 113. Students may not get credit for both GLS 113 and GEO 113.

GLS 120 Oceanography 3 Credits

Investigates the interrelationships among the geological, chemical, physical, and biological aspects of oceanography. Topics include origin and evolution of ocean basins; physical characteristics of modern oceans; seawater chemistry; ocean and atmosphere interactions; ocean currents; waves and tides; coastal processes; biological productivity; and diversity, distribution and adaptations of marine organisms. Throughout the course, emphasis is placed on the processes that connect the seemingly separate topics to each other and to human life. Weekend field trips may be required. Three hours of lecture per week. Note: This course is cross-listed as MAR 120. Students may not get credit for both MAR 120 and GLS 120.

GLS 121 Introductory Oceanography Lab 1 Credits

Introduction to the fundamental aspects of geological, chemical, physical, and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. Note: This course is cross-listed as MAR 121. Students may not credit for both GLS 121 and MAR 121.

Prerequisite(s): Concurrent enrollment in, or previous completion of, MAR 120 or GLS 120 is required.

GLS 180 Understanding Global Relations 3 Credits

Offers an introduction to Global and Multinational Studies by exposing the student to basic concepts necessary to understand the dynamics underlying the emerging worldwide society of diverse nations. The student will become acquainted with the mechanisms by which contacts are built across nations, and the factors that shape the conception of and relations with "the other."

GLS 200 The Social Construction of Global Society 3 Credits

This course discusses the emergence of an "imagined global community" in the final years of the 20th century, and the beginning of the 21st. The course will examine the forces that contribute to these changes, including the global dissemination of values, the changes in communication technologies, the globalization of the economy, and the spread of international non-governmental institutions and lobbying forces.

GLS 201 Politics of the Global Economy 3 Credits

An examination of global political-economic institutions and governmental policies in a period of global structural change and economic crisis. Emphasis will be placed upon the attempts by advanced and newly industrializing governments to attract and to regulate transnational industrial and financial enterprise.

GLS 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS 9 software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as ENV 205. Students may not credit for both GLS 205 and ENV 205.

GLS 210 Public Opinion 3 Credits

Public opinion as a social force and as expression of public sentiment on political and social issues. Topics include: development and dissemination of opinions, the measurement of public opinion, public opinion and governmental processes, and the reciprocal relationship between mass media and public opinion. Note: This course is cross-listed as POL 210. Students may not get credit for both GLS 210 and POL 210.

GLS 215 Global Politics 3 Credits

The struggle for power, wealth, and order at the global level involving nation-states, intergovernmental organizations (such as the United Nations, the European Union, etc.), non-governmental organizations, transnational enterprises and other non-state entities, using military, economic, diplomatic, legal, and communication instruments. Overview of global problems such as the proliferation of weapons of destruction, ethnic and religious conflicts, human rights, and the global environment at the threshold of the 21st century. Real-time use of the Internet is an integral aspect of this course in terms of readings and assignments. (This course is a prerequisite for POL 295 Special Projects in Political Science: Model United Nations.) This course is cross-listed as POL 215. Students may not get credit for both GLS 215 and POL 215.

GLS 216 Comparative Political Systems 3 Credits

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

GLS 219 Terrorism, Revolutions, and Political Violence 3 Credits

Revolutions are the mad inspiration of history." Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as POL 219. Students may not get credit for both GLS 219, POL 219 and HLS 219.

GLS 225 Nationalism in World Politics 3 Credits

Nations and nationalism. An overview of nationalistic manifestations in the world today. Nations, states, nation-states. Multinational states, stateless nations. Imperialism, anti-imperialism; nativism vs. internationalism and globalism. Topics include nationalisms in the Holy Land; in the former Yugoslavia; in the former Soviet Union and its successor states; and economic Nationalism vs. Globalization. Note: This course is cross-listed as POL 225. Students may not get credit for both GLS 225 and POL 225.

GLS 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. This course will be different from the international communication course, which focuses on communication between nations. This course will focus on the more personal aspects of communication—what happens when people from different cultures interact face-to-face. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is cross-listed as COM 252. Students may not get credit for both GLS 252 and COM 252.

GLS 267 China in Transition 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of international relations theories, which focuses on system transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources consequences of different approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. Note: This course is cross-listed with POL 267. Students may not get credit for both GLS 267 and POL 267.

GLS 285 The Student Global Village 3 Credits

This course involves deliberative discussions carried out internationally among college students using videoconferencing technology. The project involves a series of 12 weekly videoconferences between students at Rider University and students at the American University of Cairo, or another international university. Students will be provided with materials to supplement their knowledge of the other country, and to allow them to discuss chosen themes in depth. The students will be required to write papers that describe their attitudes and impressions of the other country at the beginning and the end of the project, and to summarize what they have learned based upon the conferences and readings. Short papers will be required each week to prepare the students for the videoconference theme of the week.

GLS 295 Emerging Issues in Global Multinational Studies 3 Credits

The process of globalization defines a condition of rapid political, social, and economic change. As such, subjects for study become relevant at an alarming speed in the current international environment. This course will give students the opportunity to study a current critical issue or subject, chosen according to its relevance or the special expertise of a visiting or current professor. Topics may include political, economic, or social crises that exist currently, how to deal with specific global problems such as global warming, humanitarian crises, or wars, but may also concentrate on the background of relevant areas such as Iraq or the European Union.

GLS 306 Political Film 3 Credits

This course analyzes the structure, history, and impact of the genre of political film. It begins with a discussion of how one distinguishes a political film from other forms of cinema. It then proposes insights into the manner in which these films evoke a particular time and place in politics, affect the viewer's interpretation of a political event or figure, and have an effect upon a viewer's political perceptions or behavior. The student will also learn to review films critically, both as political statements and as effective (or ineffective) conveyors of political messages. Note: This course is cross-listed as POL 306. Students may not get credit for both GLS 306 and POL 306.

GLS 307 Political Communication 3 Credits

The meaning and uses of political communication are examined, the manner and forms such communication takes, and the history of political discourse. Major topics include the role of communication in elections and the development of public policy, how political communication strategies have changed with the rise of mass media, and the development of national and international publics for discourse. Note: This course is cross-listed as POL 307. Students may not get credit for both GLS 307 and POL 307.

GLS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures. This course is cross-listed as MUS 308. Students may not get credit for both GLS 308 and MUS 308.

GLS 309 Will China Be Next Superpower? 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of International Relations theories, which focuses on systematic transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources and consequences of different national approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. This course is cross-listed as POL 309. Students may not get credit for both GLS 309 and POL 309.

GLS 310 Ethnographic Film 3 Credits

Explores the manner in which different civilizations are depicted through the medium of documentary film. Discusses the manner in which film may contribute to ethnographic understanding of a given people, and the limitations of the genre that may misrepresent the subject matter. Special attention is given to the role of the filmmaker and his/her position as participant, observer, and recorder of the events shown on the film. The films will be analyzed in terms of how they reflect, and potentially affect, a civilization's international image and global standing. These factors will then be considered in terms of their effects upon the place and actions of the civilization in global politics.

GLS 315 Global Issues 3 Credits

Military, economic, demographic, and environmental threats to global security in the post-Cold War era. Forces of transnational integration vs. forces of intrastate fragmentation. Inadequacy of international law and organization to deal with these problems within the confines of the sovereign nation-state system. Note: This course is cross-listed as POL 315. Students may not get credit for both GLS 315 and POL 315.

GLS 318 Global Political Film 3 Credits

Political films are a powerful form of political communication. This power derives from the ability of the filmmaker to control the characters, plot, dialogue, setting, and other aspects of the context in which the political message is delivered. It is difficult to conceive of any other form of political communication in which the individual or individuals presenting the message have so much control. Even the most programmed of political events or "photo opportunities" provide instances where outside factors or events may intervene. Further, audiences who watch a film are willing to suspend disbelief for the period of viewing; as such, the filmmaker has a willing participant in the narrative he or she develops. Since political communication is the primary means by which political reality is constructed, and since films provide a very persuasive visual and auditory means of creative narratives, they are important subjects for study and analysis. Nearly all scholars recognize the importance of film as a means of affecting, and reflecting, the political climate of a society, especially during specific historical eras. President Woodrow Wilson, upon first seeing *Birth of a Nation*, said it was like "watching history written in lightning"; by contrast, James Baldwin referred to the film as "an elaborate justification for mass murder." Both recognized the persuasive powers of film and its potential propaganda value. Marshall McLuhan described film as a "cold" media because individuals could not choose to edit messages from it, as they could from "hot" media such as newspapers. These early observations mark the study of political film as a developing field. For several years, scholars have proposed a section on Politics and Film in the American Political Science Association. The present political film offering, POL 306/GLS 306 deals almost exclusively with political films from the United States. Our students have therefore not had the oppo.

GLS 320 Politics of the Middle East 3 Credits

The course emphasizes the relationships between social and political structures, the role of religion, and the problems of modernization in the Middle East. Similarities and contrasts will be drawn between the Arab and non-Arab countries of the Middle East. The political systems of Egypt, Syria, Israel and Saudi Arabia are examined in terms of political culture, structure, and political processes.

GLS 321 International Law 3 Credits

This course covers the basic doctrines of international law and their relationship to the contemporary international community. These include the jurisprudence of international law; the history of the international legal system; customary international law; Treaty law; sovereignty, statehood and recognition; jurisdiction and immunities; the role of international organizations; international criminal responsibility; and the relationship of the international legal system to the U.S. domestic legal system. The objectives of international law are to foster the peaceful settlement of disputes; facilitate transnational communication and commerce; encourage respect for human rights; as well as to preserve the environment. This course is cross-listed as POL 321. Students may not get credit for both POL 321 and GLS 321.

GLS 325 Global Perspectives on Health and Illness 3 Credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

GLS 328 Environmental Policy 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

GLS 329 Comparative Environmental Policy 3 Credits

Analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as POL 329. Students may not get credit for both GLS 329 and POL 329.

GLS 340 Modern Democracy and Its Critics 3 Credits

The course examines the fundamental assumptions underlying modern democratic theories and the main theoretical attacks launched against them. Among the contending theories to be discussed are right and left-wing anarchism, the old and the new left, fascism, intellectual elitism, and techno-conservatism. Note: This course is cross-listed as POL 340. Students may not get credit for both GLS 340 and POL 340.

GLS 342 Freedom and Authority 3 Credits

Concepts of freedom and authority in 19th and 20th-century political theory. Emphasis on such important thinkers as Nietzsche, Freud, Sartre, Camus, and Marcuse. This course is cross-listed as POL 342. Students may not get credit for both GLS 342 and POL 342.

GLS 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, eco-nomic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War world. Note: This course is cross-listed as HLS 350, POL 350. Students may get credit for only once.

GLS 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is cross-listed as COM352. Students may not get credit for both GLS 352 and COM 352.

GLS 365 Third World Politics 3 Credits

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly developed countries, military rule and democratization. Note: This course is cross-listed as POL 365. Students may not get credit for both GLS 365 and POL 365.

GLS 366 Communist Systems: Politics and Policies 3 Credits

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

GLS 367 Politics of Exile, Asylum and Diaspora 3 Credits

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as POL 367. Students may not get credit for both GLS 367 and POL 367.

GLS 368 International Organizations 3 Credits

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as POL 368. Students may not get credit for both GLS 368 and POL 368.

GLS 371 The Arab-Israeli Conflict 3 Credits

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah). Note: This course is cross-listed as POL 371. Students may not get credit for both GLS 371 and POL 371.

GLS 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is cross-listed as COM 393. Students may not get credit for both GLS 393 and COM 393.

GLS 447 Global Literature 3 Credits

An in-depth study of the recent literature in English of one or more writers whose cultural identification is with one of the former colonies of the British Empire, as it was defined at the beginning of the 20th century. Literature in the English language, written by authors of African, Caribbean, Pacific Island, East Asian, or South Asian cultures may be included.

GLS 490 Independent Study: Research and Creative Expression 1-4 Credits

This course allows students with permission of the instructor to conduct an independent research project in Global Studies in a relevant area of interest to the student and faculty member.

GLS 491 Internship in Global Studies 1-4 Credits

Students work under supervision, either in the United States or abroad, in an environment which provides experiential learning in institutions that operate in a global environment, including those in government, business, and international non-governmental organizations (INGOs). Domestic internships might also include work in agencies that deal with global problems such as an international environmental group or a refugee resettlement center. A minimum of 52 hours of field work per credit is required, with regular reports and a concluding critique analyzing the experience. No more than six credits allowed toward graduation.

Graphic Design

Program Overview

Graphic design majors at Rider gain experience and develop skills in the field of visual communication. Through a blend of coursework and hands-on experience in digital studios and labs, students learn to become critical thinkers and creative designers. The program prepares them to successfully design graphics for branding, such as logos, and for professional publications, such as brochures, magazines and newsletters.

Students often work one-on-one with distinguished faculty who have extensive scholarly knowledge and experience in their fields of expertise. Student media organizations, from the award-winning The Rider News (<http://www.theridernews.com>) to The Rider University Network (<http://www.rideruniversitynetwork.com>) and the radio station, 107.7 The Bronc (<http://www.1077thebrnc.com>), give students a chance to practice their profession right on campus.

A thriving internship and co-op program (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/communicat-20>) routinely offers students academic credit and professional experience in a number of prestigious locations.

In addition, we offer an honors program in the Department of Communication and Journalism for high-achieving students who seek to explore topics or projects beyond the required courses. Students interested in graduating with honors in Communication and Journalism should consult with their adviser or with Dr. Brown.

Curriculum Overview

Classes in the graphic design major include fundamentals of drawing or design, publication design, graphic imaging for multimedia, photography, history and principles of graphic design, advanced publication design, writing for communication professions, advanced graphic design and portfolio.

Recommended courses include art and society, fundamentals of painting, drawing, printmaking, converging media, graphic animation and others

Degree Offered

- B.A. in Graphic Design

Contact

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Program Website: G (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/communication>)raphic Design (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Associated Department: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs:

- Communication Studies (p. 331)
- Filmmaking, TV & Radio (p. 393)
- Journalism (p. 461)
- Public Relations (p. 534)
- Web Design (p. 561)

Graphic Design Major Requirements

(24 credits)

Code **Title**
CLAS General Education Curriculum

See CLAS General Education Curriculum Page (p. 570)		
Departmental Core (24 Credits)		24
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
COM 107	Persuasive Writing for Media	
COM 131	Fundamentals of Video Production	
COM 264	Intro to Media Convergence	
COM 301	Communication Law	
COM 302	Communication Ethics	
COM 400	Senior Seminar Communication	
ART 103	Fundamentals of Drawing	3
or ART 105	Design	
COM 106	Writing for the Comm Professns	3
COM 212	Publication Design	3
COM 262	Graphic Imaging for Multimedia	3
or COM 361	Photography	
COM 263	History and Principles of Graphic Design	3
COM 360	Adv Publicatn Design & Present	3
COM 366	Project Management in Graphic Design	3
COM 462	Advanced Graphic Design and Portfolio	3
Recommended courses:		
ART 120	Art and Society	
ART 204	Fundamentals of Painting	
ART 230	Three-Dimensional Design	
ART 304	Drawing II	
ART 305	Intermediate Painting A-B-C	
ART 335	Printmaking	
COM 261	Multimedia Prod I-Inter Design	
COM 265	3D Graphic Animation	
COM 363	Converging Digital Media	
COM 364	Multimedia Production II - Web Design	
COM 365	Graphic Animation	
COM 460	Multimed Prod III-Adv Int Des	
Total Credits		48

Notes:

1. Students may not carry a double major within the department. Communication and journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.
2. If a student receives a grade lower than "C" in a course required in a major or minor within the department, the student must repeat the course. Credit will only be awarded once for a course that is repeatable. The student must also repeat the course before enrolling in any course for which it is a prerequisite.

Graphic Design Minor Requirements

(21 credits)

Code	Title	Credits
ART 103	Fundamentals of Drawing	3
or ART 105	Design	
COM 212	Publication Design	3
COM 262	Graphic Imaging for Multimedia	3

or COM 361	Photography	
COM 263	History and Principles of Graphic Design	3
COM 360	Adv Publicatn Design & Present	3
COM 366	Project Management in Graphic Design	3
COM 462	Advanced Graphic Design and Portfolio	3
Total Credits		21

Notes:

1. Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.

Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor within the department.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
COM 105	Communication, Culture and Media	3
	Scientific Perspectives	3
NCT 010	Freshman Seminar	0
	Semester Credit Hours	15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
	Social Perspectives	3
COM 104	Speech Communication	3
	Foreign Language ¹	3
	Semester Credit Hours	15
Year 2		
Fall Semester		
	Aesthetic Perspectives: Fine Arts	3
	Foreign Language	3
	Scientific Perspectives	3
COM 107	Writing for the Media	3
COM 131	Fundamentals of Video Production	3
	Semester Credit Hours	15
Spring Semester		
	Aesthetic Perspectives: Literature	3
	Philosophical Perspectives	3
	Elective Course Credits	3
COM 106	Writing for the Communication Professions	3

COM 264	Intro to Media Convergence	3
	Semester Credit Hours	15

Year 3

Fall Semester

COM 212	Digital Publication Design	3
COM 262	Graphic Imaging for Digital Media	3
COM 263	History and Principles of Graphic Design	3
	Elective Course Credits ²	3
ART 103	Fundamentals of Drawing	3
or ART 105	or Design	
or COM 361	or Photography	
	Semester Credit Hours	15

Spring Semester

COM 360	Advanced Publication Design and Presentation	3
COM 301	Communication Law	3
	Elective Course Credits	9
	Semester Credit Hours	15

Year 4

Fall Semester

COM 366	Project Management in Graphic Design	3
COM 302	Communication Ethics	3
	Elective Course Credits	9
	Semester Credit Hours	15

Spring Semester

COM 400	Senior Seminar Communication	3
COM 462	Advanced Graphic Design and Portfolio	3
	Elective Course Credits	9
	Semester Credit Hours	15
	Total Credit Hours for Graduation	120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/ reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included. **Prerequisite(s):** COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation.

Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

Health Care Policy

Program Overview

The B.A. in Health Care Policy is an innovative, multidisciplinary program that examines both the science and politics of health care at the local, national and global levels. Offered through Rider's College of Liberal Arts and Sciences, it offers students broad training in the theoretical and applied nature of health policy.

Health Care Policy majors will develop an in-depth and critical understanding of the health care sector and learn the skills needed to successfully develop and implement care policy.

Curriculum Overview

Faculty from multiple Rider University programs — including political science, global studies, sociology, psychology, and environmental and health sciences — collaborated to develop unique courses designed to help students study and critically evaluate the central cultural, political, legislative, environmental, economic, global, social and ethical considerations involved in health care policy.

Health Care Policy students will gain real-world experience through learning co-ops, **internships** and **independent field research**. Opportunities will be available to engage and network with policymakers and leaders in the field.

An undergraduate degree in health care policy will prepare students for continued graduate study in health care policy, administration and other related fields. It also is the foundation for a career as a health administrator, policy analyst, project or program manager, lobbyist, a not-for-profit administrator, or legislative aide and/or researcher. Upon completion of the program graduates will be prepared for a career in health care policy positions in government, or private and non-profit sectors.

Honors Program in Political Science (Health Care Policy)

Health Care Policy majors interested in participating in the Honors Program must write an Honor's thesis with a faculty member in the Political Science Department.

Degree Offered

- B.A. in Health Care Policy

Contact

Dr. Roberta Fiske-Rusciano

Fine Arts 273

609-895-5761

ruscianor@rider.edu

Program Website: Health Care Policy (<http://rider.edu/healthcarepolicy>)

Associated Department: Political Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/political-sc>)

Related Programs

- Political Science (p. 515)
- Global Studies (p. 417)
- Psychology (p. 525)
- Environmental Science (p. 372)
- Health Sciences (p. 440)

Health Care Policy Major Requirements

(42 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Health Care Policy Required Foundation Courses		
POL 100	Introduction to American Politics	3
POL 205	Introduction to Public Policy	3
POL 206	Healthcare Regulation and Governance	3
GLS 325	Global Perspectives on Health and Illness	3
PHL 304	Medical Ethics	3
Required Dimension Areas		
Choose one course from each dimension area		
Health Policy and Administration		3
HTH 205	Introduction to Health Care	
PSY 345	Health Psychology	
COM 254	Intro to Health Communication	
HTH 336	Economics of Health Care System	
POL 325	Public Administration	
POL 201	Policy Issues, Advocacy, and Budgeting	
HCP 304	Community Based and Primary Health Care Policy	
Global Health Care Policy		3
HCP 301	Global Health Care Systems	
HCP 303	Global Health and Human Rights	
HCP 302	Environmental Epidemiology, Pandemics and Globalization	
POL 216	Comparative Political Systems	
Policy Inquiry		3
POL 230	Methods of Political Analysis	
SOC 225	Population Study	
HTH 215	Population Health Care Management	
ENV 205	Introduction to Geographic Information Systems	
HSC 200	Environmental Health & Human Health	
National Health Care Policy		3
POL 327	Contemporary Issues in American Public Policy	
POL 270	Interest Groups and Lobbying	
SOC 346	Health Care and Society	
ECO 335	Economics of the Public Sector	
POL 361	Courts, Judges and Politics	
POL 312	Congressional Politics	
Health and the Environment		3-4
HSC 200	Environmental Health & Human Health	
POL 328	Environmental Politics	
POL 329	Comparative Environmental Policy	
SUS 100	Introduction to Sustainability Studies	
ENV 100	Introduction to Environmental Sciences	
ENV 220	Weather and Climate Change	
Electives		9
Choose any three additional courses from the Dimension Areas listed above		
Capstone		3
HCP 491	Health Care Policy Internship	

HCP 450	Seminar in Health Care Policy
Cooperative Experience - Washington Semester Program	
Total Credits	42-43

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
POL 100	Introduction to American Politics	3
HIS 150	World History to 1500	3
Foreign Language ¹		3
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
POL 206	Healthcare Regulation and Governance	3
PHL 304	Medical Ethics	3
or PHL 115	or Ethics	
Foreign Language ¹		3
Scientific Perspectives		3
Semester Credit Hours		15
Year 2		
Fall Semester		
POL 205	Introduction to Public Policy	3
POL 216	Comparative Political Systems	3
Aesthetic Perspectives: Fine Arts		3
Aesthetic Perspectives: Literature		3
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
GLS 325	Global Perspectives on Health and Illness	3
POL 230	Methods of Political Analysis	3
POL 206	Healthcare Regulation and Governance	3
HTH 215	Population Health Care Management	3
Social Perspectives		3
Semester Credit Hours		15
Year 3		
Fall Semester		
HSC 200	Environmental Health & Human Health	3
HCP 304	Community Based and Primary Health Care Policy	3
POL 216	Comparative Political Systems	3
HTH 205	Introduction to Health Care	3
Elective Course ²		3
Semester Credit Hours		15

Spring Semester

HCP 301	Global Health Care Systems	3
SOC 225	Population Study	3
POL 327	Contemporary Issues in American Public Policy	3
Elective Courses		6
Semester Credit Hours		15

Year 4**Fall Semester**

HCP 491	Health Care Policy Internship	1-3
Elective Courses		12
Semester Credit Hours		13-15

Spring Semester

Elective Courses		15
Semester Credit Hours		15
Total Credit Hours for Graduation		118-120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

HCP 301 Global Health Care Systems 3 Credits

Global Health Care Systems is an introduction to visions of global health care, drawing upon the fields of medical anthropology, global public health, and public policy. The course focuses upon different understandings of health care, reflected in the actual health systems in place around the world. Because responsible health-giving health systems respond to societies' changing needs and situations, students will learn about the skills needed for this kind of problem-solving, but also come to understand that there is an urgent and vital global need for the exchange of ideas in global health care systems.

HCP 302 Environmental Epidemiology, Pandemics and Globalization 3 Credits

This course is intended to provide basic knowledge of principles and methods of environmental epidemiology for students whose career interests in a health-related field may include using epidemiologic information. The course presents a holistic view of global health by crossing several disciplines, including medical anthropology and disease history, focusing upon the social processes by which groups are stigmatized during disease outbreaks, and public health policies for confronting outbreaks of epidemics and pandemics. The course emphasizes the conceptual aspects of epidemiologic investigation and application of these concepts in global health policy and related professions. Topics include: disease surveillance; population screening; interpreting epidemiologic associations, and the health risks and benefits of globalization. Salient foci will be: the evaluation of the role of health diplomacy in addressing shared global health problems among countries, and the evaluation of cultural, ethical, social, systemic, and anthropological determinants of global health problems.

HCP 303 Global Health and Human Rights 3 Credits

This course introduces students to the basic concepts of human rights and their links to national/global health, as well as to issues where human rights and health collide. Students will become familiar with global efforts for developing practical and effective responses to global health challenges with a human rights framework.

HCP 304 Community Based and Primary Health Care Policy 3 Credits

Community Based and Primary Health Care Policy explores the politics of health care policy at the local level. The course identifies and evaluates various measures of the health and function of populations, organizations, partnerships, systems, and communities. The course provides students with an overview of the realities, challenges, and requirements of practicing community oriented primary health care.

HCP 450 Seminar in Health Care Policy 3 Credits

Rider University is uniquely positioned through Global Studies to have access to the nongovernmental organization United Front against River Blindness (UFAR). It is an African-inspired, U.S.-based nonprofit and tax exempt organization. Its primary mission has been to participate in partnerships with other global health organizations in the elimination of onchocerciasis (river blindness), as a major public health problem in the Democratic Republic of the Congo (DRC). UFAR was founded and registered in the U.S. in 2004 by Dr. Daniel Shungu, a former Merck & Co. Inc. employee, who is a Congolese by birth and a naturalized U.S. citizen. The U.S. office is in Lawrenceville, N.J. and the Congo office is in Kinshasa, DRC. Dr. Roberta Fiske-Rusciano of Rider University's Global Studies faculty is a founding UFAR board member and has hosted Dr. Shungu several times in her course Global Perspectives on Health and Illness. For the past eleven years UFAR in partnership with several organizations (World Health Organization, Sightsavers Intl., Merck, DRC coalition group for onchocerciasis, and the DRC Health Minister, have successfully treated three million (as of 2015) Congolese with Ivermectin (Mectizan), donated by Merck and Co., Inc. Taken once a year for approximately ten years prevents infection of river blindness, by interrupting the cycle of the parasite. Because of UFAR's continued success in its mission, it has been asked to expand its work to include more neglected tropical diseases, using the same method of health delivery system: community directed treatment with the appropriate medicament, e.g. Ivermectin. Now that treatments of other diseases have been added to UFAR's mission (trachoma, lymphatic filariasis, schistosomiasis, guinea worm and helminthes infestations), additional medical treatments are scheduled to be added once these conditions are thoroughly mapped in the population.

HCP 491 Health Care Policy Internship 1-3 Credits

Students will complete an internship that will build on prior work in the HCP major.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

ECO 335 Economics of the Public Sector 3 Credits

Analyzes the economic roles of government: allocation; distribution; and stabilization. The course examines the tools used by governments, especially the federal government, such as taxation, expenditures, regulations and laws in order to achieve economic goals. The course will give special attention to social regulation.

Prerequisite(s): ECO 200 and ECO 201.

ENV 100 Introduction to Environmental Sciences 4 Credits

Examines how ecosystems function, with emphasis on the interactions between biological organisms and their physical environment, and the chemical processes that govern these interactions. The impact of human populations on natural ecosystems is investigated in detail using case studies from history and current events. The laboratory provides for hands-on experiences and/or short field trips to local sites for a better understanding of many of the concepts discussed. Weekday and weekend field trips may be required. Three hours of lecture and one three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): ENV 100L.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

GLS 325 Global Perspectives on Health and Illness 3 Credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

HSC 200 Environmental Health & Human Health 3 Credits

The health of any individual is a function of both our genetics and environmental factors. Environmental factors most broadly defined include the air we breathe, the water we drink and the food we eat. This course will focus on numerous examples of how bacteria, viruses, and exposure to environmental chemicals result in human diseases. Examples range from failures in public health infrastructure (cholera, diphtheria, river blindness, etc), failures to vaccinate (polio, measles, hepatitis, etc) and chemical exposures (birth defects, cancer, etc). There is also much known about how diet and nutrition can prevent diseases.

Prerequisite(s): BIO 10X Life Science course or any biology laboratory course (BIO 115, 116 or 117).

POL 100 Introduction to American Politics 3 Credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as HLS 100. Students may not get credit for both POL 100 and HLS 100.

POL 201 Policy Issues, Advocacy, and Budgeting 3 Credits

Surveys various domestic economic and social policy issues, the government budgeting process, and how citizens and groups advocate their interest through organizing, coalition-building and lobbying. Emphasis on developing practical skills in issue analysis, lobbying, legislative tracking, and public budgeting.

POL 205 Introduction to Public Policy 3 Credits

The course provides students with an introduction to the study of public policy by linking the theoretical with the practical. The course focuses on three areas of analysis: 1) descriptive 2) evaluative and 3) prescriptive. Students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options. Last the course provides examples of public policy problems through the substantive policy areas of health, environment and education.

POL 206 Healthcare Regulation and Governance 3 Credits

Health Regulation and Governance explores the institutions, processes and actors involved in governing and regulating the healthcare system in the US. The course engages the topic through the lens of federalism by examining the role of the Executive, Legislative and Judicial branches of government in regulating and governing healthcare at the national level as well as the role of the states in this policy area. Students will not only be introduced to the structure of regulation and governance of healthcare in the US, but will also be able to contextualize contemporary issues in healthcare in order to not simply address problems in the sector, but to also begin to identify solutions to issues that impact the population.

POL 216 Comparative Political Systems 3 Credits

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

POL 230 Methods of Political Analysis 3 Credits

An overview of the various qualitative and quantitative methods that political scientists use to study their discipline. Themes include analyses of political participation and support, methods of studying elections, measures of political tolerance and liberalism.

POL 270 Interest Groups and Lobbying 3 Credits

The course will introduce students to the area of interest groups and lobbying. Topics to be covered include theoretical developments, methodological approaches of group formation, organizational maintenance, and strategies used to influence public policy in the executive, legislative, and judicial branches of government.

POL 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS 325. Students may not get credit for both HLS 325 and POL 325.

POL 328 Environmental Politics 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

POL 329 Comparative Environmental Policy 3 Credits

Comparative Environmental Policy analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as GLS 329. Students may not get credit for both GLS 329 and POL 329.

POL 312 Congressional Politics 3 Credits

An intensive analysis of the legislative process in the United States, considering both the internal organization and operation of Congress, and Congress' role in the broader American political system. Fundamental issues include the theory and practice of representation; the committee system, seniority and expertise; executive and legislative interaction; and the politics of congressional reform.

POL 327 Contemporary Issues in American Public Policy 3 Credits

An in-depth examination of current issues in American politics. Drunk driving, political corruption, drug policy, education, and poverty are among the issues to be considered. Emphasis on analyzing policy problems and on developing and evaluating proposed solutions.

POL 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS 361. Students may not get credit for both POL 361 and HLS 361.

PHL 304 Medical Ethics 3 Credits

Introduces the student to ethical problems associated with the practice of medicine, the pursuit of biomedical research, and health care social policy. The course will explore such issues as: Is a physician morally obligated to tell a terminally ill patient that he or she is dying? Is society ever justified in enacting laws that would commit an individual, against his or her will, to a mental institution? Does society have a moral obligation to ensure that all its members have access to health care? To what extent, if at all, is it ethically acceptable to clone a human being? Under what conditions is human experimentation ethically acceptable?

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

SOC 225 Population Study 3 Credits

Demography; its definition, historical emergence, and growth; population as a social problem in developing and developed nations; population theories, sources and methods of demographic data, population composition, and distribution; demographic processes including fertility, mortality, and migration.

Prerequisite(s): SOC 101.

SOC 346 Health Care and Society 3 Credits

Application and contributions of sociology to medicine; the strategy and methods of sociomedical research; sociology of illness, addictive and mental disorder; medical institutions; health services and medical care; and current status of medical sociology.

Prerequisite(s): SOC 101.

SUS 100 Introduction to Sustainability Studies 4 Credits

Sustainability is an idea that will shape the lives of all in the 21st century. Students will explore how we arrived at our current precarious environmental situation and investigate cutting-edge methods that support human development and protect the natural ecosystems on which we will depend. By exploring principles of sustainability (whole-systems approaches, resource limitations, stewardship) through many different lenses, students will appreciate the interdisciplinarity of the sustainability enterprise. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): SUS 100L.

Health Communication

Program Overview

There is an increasing need for greater awareness and knowledge of health communication. Health care reform, end-of-life care, and pharmaceutical marketing are just a few of the issues facing the nation that are dependent upon the ability to engage in productive, meaningful health communication. Effective health communication can directly impact local communities and personal lives. The individuals who participate in health care delivery, such as nurses, patient advocates, family members, health administrators, and physicians, are increasingly being asked to communicate and collaborate more efficiently with colleagues, exchange information with patients, and address multiple audiences about health care.

A **minor in health communication** allows students to analyze different health contexts and accommodate increasingly diverse populations. Students can also learn about a symbiotic patient-provider relationship and the impact of technology in health care.

The health communication minor includes a curriculum of theory, research and application, focusing on health issues in the interpersonal, organizational, public, and mass-mediated contexts. The study of health communication can contribute to health promotion in areas such as patient-family communication, public health messages and campaigns, health in mass media, public health, and technology and health. This minor is designed to be a program for students from a wide variety of majors who may seek careers within health fields.

Degree Offered

- Minor in Health Communication

Contact

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Program Website: (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/majors-minors-certificates/health-communication/%20http://www.rider.edu/academics/colleges-schools/>

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Associated Department: The Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs

- Finance (p. 50)
- Economics (p. 355)
- Health Care Management (p. 63)

Health Communication Minor Requirements

(25 credits)

Code	Title	Credits
Any course in life science (such as BIO 106 Life Science: Human Disease)		3
COM 251	Interpersonal Communication	3
COM 254	Intro to Health Communication	3
HTH 205	Introduction to Health Care	3
COM 312	Spe Topics in Jour Writing	3
Select two of the following:		6
BIO 206	The Pharmaceutical Industry	
HTH 215	Population Healthcare Management	
PHL 304	Medical Ethics	
HTH 315/BUS 315	Healthcare Law,ethics & Policy	
HTH 336/ECO 336	Economics of Health Care Sys	
GLS 325	Global Persptvs Hlth & Illness	
MKT 380	Healthcare Marketing	
Select one of the following:		4
COM 490	Independent Study: Research and Creative Expression	
COM 491	Internship in Communication	
BIO 490	Independent Study: Research and Creative Expression	
BIO 491	Internship in Biology	
Total Credits		25

Note: Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.

Exception: Students who elect either the Advertising or Event Planning and Production minor may use three courses to meet the requirements for both the major and that minor in the department.

Courses and Descriptions

BIO 206 The Pharmaceutical Industry 3 Credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major.

Prerequisite(s): BIO 100 or BIO 101 or BIO 106 or BIO 108 or BNS 107 or CHE 115.

BIO 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BIO 491 Internship in Biology 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation. 2.5 GPA required.

Prerequisite(s): Permission of the instructor.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

GLS 325 Global Perspectives on Health and Illness 3 Credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

HTH 315 Health Care Law, Ethics and Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

Health Sciences

Program Overview

Rider's Health Sciences major educates the next generation of health professionals by providing students with a foundation in the life sciences and other coursework that prepares them to join the workforce or to attend professional or graduate schools in health-related fields. Rider achieves this through small class sizes, inquiry-based laboratory experiences, and faculty dedicated to the teacher-scholar model of science education. The major is designed to allow flexibility in its curriculum while providing a strong foundation for subsequent studies in allied health programs such as physical therapy, athletic training, occupational therapy, nursing, radiological science, optometry, podiatry, epidemiology and public health; graduate programs leading to advanced degrees in the life sciences; and for entry-level positions in hospitals, health insurance, pharmaceutical sales, community health agencies and other related areas.

Curriculum Overview

The curriculum for Health Sciences majors is structured to prepare students for a life of learning in the sciences. Students are expected to master content, develop technical skills, analytical skills and competency in oral and written communication. Foundational courses in biology, chemistry, mathematics and psychology prepare students for the rigor of upper-level science and math courses, complemented by a broad base of health-related coursework in other disciplines. Capstone experiences allow students to explore one area of the life sciences in depth through exploration of internships and seminars, in addition to opportunities to engage in independent research with Rider's science faculty.

Student Learning Outcomes

Graduates of the Health Sciences major will be able to:

1. Explain foundational concepts in biological sciences.
2. Apply scientific methods of inquiry through testing of newly formed hypotheses with observation and experimentation.
3. Apply concepts from other disciplines in the analysis and interpretation of biological information.
4. Demonstrate the ability to locate, critically analyze, and communicate relevant scientific information.

5. Explain the ethical practice of scientific research and its societal applications.

Honors Programs

Honors in Health Sciences

The objective of the honors program in health sciences is to introduce talented undergraduate majors to the methods of basic research in the biological sciences. For consideration a student must have a 3.25 average at the end of their junior year. In the senior year, participating students must complete an independent research project and present a written honors thesis. At graduation a student who has a 3.25 cumulative average, a 3.5 average in health sciences coursework, and who has completed an acceptable honors thesis will be awarded Honors in Health Sciences.

Beta Beta Beta Biological Honor Society

"Tri-Beta" is a national honor society affiliated with the American Association for Advancement of Science and the American Institute of Biological Sciences. Invitations for membership are extended to majors in the life sciences who have demonstrated superior academic achievement. Students are usually invited to join in their sophomore year when they have accumulated 12 credits in the sciences. Active membership is available to those with an overall grade point average of at least 2.8, and at least 3.0 in their science courses. The benefits of membership include academic recognition; a subscription to the journal *Bios*, to which members may submit research articles; opportunities to present papers at conventions; and research awards. Biology and behavioral neuroscience majors should make membership in *Tri-Beta* one of their goals.

Degree Offered

- B.S. in Health Science

Contact

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Program Website: Health Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/health-sciences>)

Associated Department: Department of Biology, Behavioral Neuroscience, and Health Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)

Related Programs

- Behavioral Neuroscience (p. 308)
- Biochemistry (p. 312)
- Biology (p. 315)
- Chemistry (p. 322)
- Environmental Sciences (p. 372)
- Integrated Sciences and Math (p. 452)
- Marine Sciences (p. 477)

- Mathematics (p. 484)

Requirements for the Major

Course Repeat Policy (p.)
(64-68 credits)

Code	Title	Credit:
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Biology		
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab	4
BIO 221 & 221L	Human Anatomy & Physiology I and Human Anatomy & Physiology I Lab	4
BIO 222 & 222L	Human Anatomy & Physiology II and Human Anatomy & Phys II Lab	4
Chemistry		
CHE 120 & CHE 121	Principles of Chemistry and Principles of Chemistry Lab	4
CHE 122 & CHE 123	Intro to Chemical Systems and Quantitative Methods Lab	4
Mathematics		
MTH 105	Algebra and Trigonometry	4
BNS 250 & 250L	Biostatistics and Biostatistics Lab	4-6
or PSY 105 & PSY 201	Introduction to Research in Psychology and Statistics and Research Design	
Psychology		
PSY 100	Intro To Psychology	3
PSY 345	Health Psychology	3
Category 1 Electives (Select at least two)		6-8
BCH 225 & 225L	Introduction to Organic and Biochemistry and Intro to Organic & Biochem Lab	
PHY 100 & 100L	Principles of Physics I and Principles of Physics I Lab	
or PHY 200 & 200L	General Physics I and General Physics I Lab	
PHY 101 & 101L	Principles of Physics II and Principles of Physics II Lab	
or PHY 201 & 201L	General Physics II and General Physics II Lab	
BIO 206	The Pharmaceutical Industry	
CHE 211 & 211L	Organic Chemistry I and Organic Chem I Lab	
CHE 214 & 214L	Organic Chemistry II and Organic Chemistry II Lab	
PSY 220	Abnormal Psychology	
PSY 230	Child Development	
PSY 231	Youth and Adolescent Development	
Category 2 Electives (Select at least two)		8
BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	
BIO 215 & 215L	Medical Microbiology and Microbiology Lab	
BIO 265 & 265L	Genetics and Genetics Lab	
BIO 300 & 300L	Developmental Biology and Developmental Biology Lab	
BIO 305 & 305L	Vertebrate Physiology and Vertebrate Physiology Lab	
BIO 370 & 370L	Immunology and Immunology Lab	
BNS 310 & 310L	Neurobiology and Neurobiology Lab	
BNS 360 & 360L	Neurochemistry and Neurochemistry Lab	
HSC 302 & 302L	Kinesiology and Kinesiology Lab	
Category 3 Electives (Select at least three)		9
HSC 100	Intro to Human Nutrition	
HSC 200	Enviromental Health&Human Heal	
SOC 101	Sociological Imagination (also satisfies LAS core)	
HTH 205	Introduction to Health Care	
HTH 215	Population Healthcare Management	
SOC 346	Health Care and Society	
GLS 325	Global Persptvs Hlth & Illness	
or NUR 407	Cultural Diversity in a Global Society	
PHL 304	Medical Ethics (also satisfies LAS core)	
or BHP 309	Honors Seminar: Genetic Engineering and the Philosophy of Science	
Senior Capstone		
HSC 490 Seminar Capstone in Health Sciences OR HSC 491 Internship		3
Total Credits		64-68

Department of Biology, Behavioral Neuroscience, and Health Sciences Course Repeat Policy

The following guidelines apply to courses offered by the Department of Biology, Behavioral Neuroscience, and Health Sciences. Students may not repeat any biology (BIO), behavioral neuroscience (BNS) or health sciences (HSC) course without special permission. A course will be considered repeated if the student has previously earned a letter grade in the course, or if the student has previously withdrawn from the course during Withdrawal II or Withdrawal III. If a student wishes to retake a biology, behavioral neuroscience or health science course, written permission must be obtained from the departmental chair before the registrar will allow the student to enroll in that course.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
BIO 115 & 115L	Principles of Biology I and Principles of Biology I Lab	4
MTH 105	Algebra and Trigonometry	4
PSY 100	Introduction to Psychology	3
CMP 120	Expository Writing	3
NCT 010	Freshman Seminar	0
	Semester Credit Hours	14
Spring Semester		
HSC 105	Introduction to Health Professions	1
BIO 116 & 116L	Principles of Biology II and Principles of Biology II Lab	4
	HSC Category 3 Elective #1 of 3	3
CMP 125	Research Writing	3
SOC 101	Sociological Imagination (HSC Cat.3 (#1 of 3) & Social Perspectives)	3
	Semester Credit Hours	14
Year 2		
Fall Semester		
BIO 221 & 221L	Human Anatomy & Physiology I and Human Anatomy & Physiology I Lab	4
CHE 121	Principles of Chemistry Lab	1
CHE 120	Principles of Chemistry	3
Foreign Language		3
Social Perspectives		3
	Semester Credit Hours	14
Spring Semester		
BIO 222 & 222L	Human Anatomy & Physiology II and Human Anatomy & Phys II Lab	4
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
HSC 100	Intro to Human Nutrition	3
Foreign Language		3
	Semester Credit Hours	14
Year 3		
Fall Semester		
BNS 250 & 250L	Biostatistics and Biostatistics Lab	4
	HSC Category 1 Elective #1 of 2	3
	HSC Category 2 elective with lab, #1 of 2	4
	Social Perspectives	3
HIS 150	World History to 1500	3
	Semester Credit Hours	17
Spring Semester		
HSC 302 & 302L	Kinesiology and Kinesiology Lab	4
	HSC Category 2 elective with lab, #2 of 2	4
PSY 345	Health Psychology	3
HIS 151	World History Since 1500	3
	Aesthetic Perspectives: Literature	3
	Semester Credit Hours	17

Year 4	
Fall Semester	
HSC 490 Seminar Capstone in Health Sciences	3
Elective Course	3
Elective Course	3
Elective Course	3
Elective Course	3
Semester Credit Hours	15
Spring Semester	
Aesthetic Perspectives: Fine Arts	3
Elective Course	3
Elective Course	3
Elective Course	3
Elective Course	3
Semester Credit Hours	15
Total Credit Hours for Graduation	120

Notes:

1. For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>
2. Please note that elective credits may be used to complete requirements in a second major or minor.
3. Scientific Perspectives general education requirements included in major.

HSC 100 Intro to Human Nutrition 3 Credits

This course is designed to offer the student understanding of fundamental human nutrition concepts including, but not limited to, digestion, absorption, metabolism, functions and sources of macronutrients and micronutrients. The theme of the course will align with human health and disease states and the important conceptions about the food industry and its relation to healthy dietetic choices.

HSC 105 Introduction to Health Professions 1 Credits

Course Description: This course will provide a basic overview of the health science professions including but not limited to: athletic training, clinical exercise physiology & cardiac rehabilitation, chiropractic, physician assistant, occupational therapy, nursing, community health education specialist, and physical therapy. The course will also cover the professional activities (i.e. professional organizations, certifications, professional issues, and professional liabilities) that are related to these professional applications.

HSC 200 Environmental Health & Human Health 3 Credits

The health of any individual is a function of both our genetics and environmental factors. Environmental factors most broadly defined include the air we breathe, the water we drink and the food we eat. This course will focus on numerous examples of how bacteria, viruses, and exposure to environmental chemicals result in human diseases. Examples range from failures in public health infrastructure (cholera, diphtheria, river blindness, etc), failures to vaccinate (polio, measles, hepatitis, etc) and chemical exposures (birth defects, cancer, etc). There is also much known about how diet and nutrition can prevent diseases.

Prerequisite(s): BIO 10X Life Science course or any biology laboratory course (BIO 115, 116 or 117).

HSC 302 Kinesiology 4 Credits

The purpose of this course is to explore human movement during performance of activities. This course will explore the relationship between anatomical structures and function in the production of movement. The application and relationships between the fundamental principles of mechanics and musculoskeletal system function will be addressed within the framework of clinical and research perspectives. Both qualitative and quantitative approaches will be applied towards a better understanding of human movement, the analysis of physical activity. Prerequisite(s): BIO 221 & MTH 105 (or equivalent) or POL.

Corequisite: HSC 302L.

HSC 302L Kinesiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): HSC 302.

HSC 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in health science-related research. The student learns to organize material, use relevant medical/scientific literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

HSC 491 Internship in Health Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty member and should include keeping a journal of activities, a term paper or project report and an oral or poster presentation.

Prerequisite(s): 2.5 GPA required.

History

Program Overview

History allows us to understand ourselves and others and our shared world by exploring and analyzing the entire range of human experience. The study of history encompasses both the study of the record of the past and the discipline of investigating and interpreting the past. It develops critical habits of mind, provides training in the analysis and synthesis of evidence, and hones skills in effective communication both orally and in writing. The history major is an excellent preparation for careers in law, government, journalism, business, and the non-profit sector, as well as in public history and education at all levels. For more on jobs for history majors, consult the American Historical Association at: <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>

Curriculum Overview

Rider University history students complete an innovative program that exposes them to the history of major world cultures as well as the United States. Students take seminars in their first semester, in their fourth or fifth semester, and in their senior year. Each seminar is capped at 16 students in order to foster deep personal engagement of students and faculty and to allow for individual development of analytical, research, and writing skills. For the senior capstone, students produce a substantial work of original research in the senior seminar or in an Independent Study with a faculty mentor. Students also select from

a range of topical courses drawing on faculty expertise in the history of Latin America and the Caribbean, East Asia, South Asia and the Middle East, classical, medieval, early modern and modern Europe, and Africa, as well as colonial America and the history of the United States in all periods. In addition, the department offers clusters of courses on women's history and the history of gender and sexuality, and on environmental history. Students can also explore history outside of the classroom through our internship program, which allows them to earn course credit while working in archives, museums, and historic sites.

Degree Offered

- B.A. in History

Contact

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Program Website: History (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/history>)

Related Programs:

- American Studies (p. 304)
- Arts Administration (p. 1021)
- Elementary Education (p. 209)
- Global Studies (p. 417)
- Political Science (p. 515)

History Major Requirements

(36-39 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Category I: History Seminars		
Select 6-9 credits from the following:		6-9
HIS 160	Seminar in History ¹	
HIS 260	Craft of History (may be repeated for Category III credit on different topics)	
HIS 460	Research Seminar	
	or HIS 490 Independent Study: Research and Creative Expression	
Category II: US and European Surveys		
Select at least one course in US and one in European history.		6-9
Education students are strongly encouraged to take both US surveys as well as one European survey.		
Students who take 6 credits in Category II must take 8 courses in Category III.		
HIS 180	U.S. History I	
	or HIS 181 U.S. History II	
HIS 190	Europe To 1715	
	or HIS 191 Europe Since 1715	
Category III: History Electives		

Students who take two courses in Category II select eight courses in Category III. Those who take three courses in Category II take seven courses in Category III. At least two Category III courses must be at the 200 level and two at the 300 level. At least two courses for Category III must be selected from the following Diversity courses:

HIS 200	Native American History
HIS 201	African American History
HIS 249	Women in Europe from Antiquity to the French Revolution
HIS 273	Imperial Russia
HIS 274	Modern Russia
HIS 280	Vietnam in Peace and War
HIS 281	Modern Middle East
HIS 282	Colonial Latin America
HIS 283	Modern Latin America
HIS 284	Caribbean History
HIS 286	Modern East Asia
HIS 288	African History
HIS 289	History of Modern Japan
HIS 309	Women in American History
HIS 319	Gender and Sexuality in American History
HIS 341	China in Revolution
HIS 342	Women in East Asia
HIS 343	Ottoman Empire and the Balkans

Total Credits 33-36

¹ Students who declare the history major after the freshman year should consult their advisor on the suitability of this course for their program.

History Minor Requirements

(21 credits)

Select seven courses in History, including three at the introductory level (150-199) and four at the intermediate to advanced level (200-491).

Code	Title	Credits
HIS 150	World History to 1500	
HIS 151	World History Since 1500	
HIS 160	Seminar in History	
HIS 180	U.S. History I	
HIS 181	U.S. History II	
HIS 190	Europe To 1715	
HIS 191	Europe Since 1715	
HIS 200	Native American History	
HIS 201	African American History	
HIS 224	American Environmental History	
HIS 225	A History of American Business	
HIS 226	History Of New Jersey	
HIS 227	U.S. Cultural History I	
HIS 240	History of Ancient Greece	
HIS 241	History of Ancient Rome	
HIS 243	Italy Middle Ages to Present	
HIS 245	Britain To 1688	

HIS 246	Modern Britain
HIS 248	History of Ireland
HIS 249	Women in Europe from Antiquity to the French Revolution
HIS 255	History Abroad
HIS 260	Craft of History
HIS 273	Imperial Russia
HIS 274	Modern Russia
HIS 280	Vietnam in Peace and War
HIS 281	Modern Middle East
HIS 282	Colonial Latin America
HIS 283	Modern Latin America
HIS 284	Caribbean History
HIS 286	Modern East Asia
HIS 288	African History
HIS 289	History of Modern Japan
HIS 298	Special Topics in History
HIS 300	Economic History of the U.S.
HIS 301	Constitutional History of U.S.
HIS 302	American Worker: Social History
HIS 303	American Urban History
HIS 304	Civil War and Reconstruction
HIS 306	U.S. Cultural History II
HIS 307	The Immigrant in American Life
HIS 309	Women in American History
HIS 318	The American Revolution
HIS 319	Gender and Sexuality in American History
HIS 320	The History of Christianity
HIS 325	Church & Society in Med Europe
HIS 326	Renaissance and Reformation
HIS 333	20th-Century Europe
HIS 334	The Era of World War II
HIS 335	Nazi Germany & Hitler's Europe
HIS 336	Modern European Intell History
HIS 337	Post-1945 United States History
HIS 341	China in Revolution
HIS 342	Women in East Asia
HIS 343	Ottoman Empire and the Balkans
HIS 351	Warfare in History
HIS 352	History of Socialism
HIS 353	Oral History
HIS 398	Special Topics in History
HIS 460	Research Seminar
HIS 490	Independent Study: Research and Creative Expression
HIS 491	Internship in History

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
HIS 150	World History to 1500	3
HIS 160	Seminar in History	3
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
Social Perspectives		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
HIS 151	World History Since 1500	3
HIS 180	U.S. History I	3
or HIS 181	or U.S. History II	
CMP 125	Research Writing	3
Foreign Language		3
Scientific Perspective		3
Semester Credit Hours		15
Year 2		
Fall Semester		
HIS 190	Europe to 1715	3
or HIS 191	or Europe Since 1715	
COM 104	Speech Communication	3
Upper Level History Elective (HIS 200 - 399) ²		3
Social Perspectives		3
Foreign Language		3
Semester Credit Hours		15
Spring Semester		
Two Upper Level History Electives (200 - 399) ²		6
Aesthetic Perspectives: Literature		3
Philosophical Perspectives		3
Scientific Perspectives		3
Semester Credit Hours		15
Year 3		
Fall Semester		
HIS 260	Craft of History	3
Upper Level History Elective (HIS 200 - 399)		3
Social Perspectives		3
Two Elective Courses ³		6
Semester Credit Hours		15
Spring Semester		
Two Upper Level History Electives (HIS 200 - 399)		6
Three Elective Courses ³		9
Semester Credit Hours		15
Year 4		
Fall Semester		
Select two of the following:		6-7
Upper Level History Electives (HIS 200 - 399) ²		
HIS 491	Internship in History	
Three Elective Courses ³		9
Semester Credit Hours		15-16

Spring Semester

Select one of the following:		3
HIS 460	Research Seminar	
HIS 490	Independent Study: Research and Creative Expression	
Four Elective Courses		12
Semester Credit Hours		15
Total Credit Hours for Graduation		120-121

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Program must include at least two courses at the 200 level and at least two at the 300 level. At least two courses must be Diversity courses.

³ Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

HIS 150 World History to 1500 3 Credits

This course traces both regional histories and global interactions, and covers the development of societies and states in Africa, the Americas, Asia and Europe from prehistoric times until about 1500. Certain major topics will be pursued, including agriculture, great empires, the major world religions, long-distance trade, and early modern exploration. While learning about these topics, students will also gain an understanding of the practice of history, especially of the kinds of sources historians use and how they reconstruct and interpret the past.

HIS 151 World History Since 1500 3 Credits

Learn what college students should know about history as a discipline and why history matters by tracing the development and interactions of the cultures of Europe, Africa, Asia and the Americas from 1500 to the present. Students will gain an appreciation for the value of historical thinking and a greater understanding of the relationships among modern nations so necessary for global citizenship.

Prerequisite(s): HIS 150.

HIS 160 Seminar in History 3 Credits

This course introduces students to the discipline of history and to the skills needed for its pursuit. Students will learn to analyze and evaluate primary sources and to identify the thesis and argument of secondary sources, as well as to locate sources using library databases. They will complete a short research paper in which they put these skills into practice. The seminar is intended for History majors and minors and Social Studies majors in their freshman year. Transfer students with fewer than 45 credits should consult their advisor on the suitability of the course for their program. Enrollment limited to 16.

HIS 180 U.S. History I 3 Credits

A survey of American history from the early 17th century through 1877. Among the topics covered will be settlement and regional differences, the American Revolution and the formation of a national government by 1787. The beginning stages of industrialization, the rise of democratic and reform politics, westward expansion, the debate over slavery and growing sectional tensions through the Civil War and Reconstruction will be major themes in the 19th century. Included will be discussions of African Americans, Native Americans, and women.

HIS 181 U.S. History II 3 Credits

A survey of United States history from the end of the Civil War through the present. Included will be discussions of the maturing of an industrial economy, and expansion in the west and overseas. The role of the United States as a world power and the growth of presidential power will be shaped and sometimes challenged by movements designed to expand democratic institutions and human rights. Included will be discussions of African Americans, Native Americans, and women.

HIS 190 Europe to 1715 3 Credits

Examines the development of European civilization from late Roman times until 1715, stressing the Classical heritage, the main currents of European thought and letters, the Renaissance and Reformation, the Age of Discoveries, and the development of the Old Regime.

HIS 191 Europe Since 1715 3 Credits

Examines major political, economic, social, and cultural developments in Europe and the West from 1715 to the present.

HIS 200 Native American History 3 Credits

Traces the experiences of North American Indians from early colonial times to the present day, demonstrating how Indian life has varied and changed throughout our nation's history. Topics include strategies of resistance and accommodation to colonial powers, 19th-century impacts of U.S. government removal and cultural assimilation policies, and 20th-century cultural and political developments among the nation's surviving tribes. Rather than "vanishing," American Indians are a vital and expanding force in modern America.

HIS 201 African American History 3 Credits

Examines the actions and thought of peoples of African ancestry in the United States. Briefly considers Africa before the Atlantic slave trade, then concentrates on major themes in African-American history--the slave trade, slavery, and the genesis of African American society, emancipation and its consequences, urbanization and industrialization, Black Nationalism, the Civil Rights Movement, and African Americans today. Emphasizes African Americans' dynamic and creative role both in shaping their society and establishing their place in United States society. The on-going struggle for freedom and equality provides thematic continuity for analyzing nearly 400 years of African-American history.

HIS 224 American Environmental History 3 Credits

Surveys the history of the North American environment from pre-Columbian times through the 20th century. Topics include Native American uses of the environment; the reshaping of ecosystems under European colonization; U.S. frontier expansion; the ecological impact of industrialization and urbanization; and the rise of the environmental movement.

HIS 225 A History of American Business 3 Credits

Examines the history of business in the United States from the Colonial Era to the present. Emphasizes such themes as the changing capitalist system, the function of business institutions, the roles of the entrepreneur, the relationship between government and business, and the emergence of the corporation.

HIS 226 History of New Jersey 3 Credits

Explores the history of New Jersey from the colonial period to the present including the role of New Jersey in the American Revolution, the establishment of the Constitution, and the course of industrialization. Examines the impact of national and international developments on New Jersey and emphasizes the distinctive characteristics of the Garden State.

HIS 227 U.S. Cultural History I 3 Credits

Examines cultural developments in the United States through the Civil War. Topics include popular culture, the history of the body, reading and print culture, public celebrations and holidays, religion, race and ethnicity, and material culture. Some of the larger trends explored include the creation of American nationalism, the development of a consumer society, and the rise and decline of 19th-century family life and culture.

HIS 240 History of Ancient Greece 3 Credits

Surveys the intellectual and cultural life of ancient Greek civilization against the background of its political, economic, and social history.

HIS 241 History of Ancient Rome 3 Credits

Studies the history and culture of Rome, emphasizing such topics as Roman law, government, literature, religion, art, and philosophy.

HIS 243 Italy Middle Ages to Present 3 Credits

Traces the history of Italy from the Middle Ages to the present, stressing the connection between culture, religion, politics, and wealth in successive historical periods. Students participating in the two-week travel component at the end of the course may receive four credits.

HIS 245 Britain to 1688 3 Credits

British history from pre-Roman times to the Glorious Revolution is examined, emphasizing the growth of royal government, parliament, and the origins of the British colonial empire.

HIS 246 Modern Britain 3 Credits

Examines British history from the Glorious Revolution to the present, stressing the reform movements of the 18th and 19th centuries, the Pax Britannica, the Industrial Revolution, imperialism, and the impact of the two world wars.

HIS 248 History of Ireland 3 Credits

Beginning with an overview of the Irish past, focuses upon the past century of the island's history--the problems, challenges, and accommodations that led to the present situation as one of the most protracted unresolved partitions in the modern nation-state system.

HIS 249 Women in Europe from Antiquity to the French Revolution 3 Credits

Traces the history of women in Europe from Rome to the French Revolution, covering the religious, social, political, and economic context in which women participated. Also offers a brief overview of theories and issues in women's history and gender history.

HIS 255 History Abroad 3 Credits

Two-week travel course to a destination chosen by the professor. Exposes students to historic and cultural sites and works of art that have been studied in class. Students must attend orientation sessions, read assigned writings, complete a travel journal, write a final paper on a topic relevant to the course, and attend all scheduled course activities abroad. Travel will take place in January or at the end of the spring semester.

HIS 260 Craft of History 3 Credits

This seminar focuses on historiography and research skills to further students' progress toward the major capstone experience of conducting independent historical research. Students will explore how historians approach, interpret, and write about a particular topic selected by the instructor, and discover how and why interpretations and methods have changed over time. Topics will vary by instructor. Course may be taken a second time on a different topic for 200-level credit. The course is required for History majors who are Sophomores or Juniors. Enrollment limited to 16.

HIS 273 Imperial Russia 3 Credits

Discusses the political, economic, social and cultural developments in Russia and its borderlands during the Imperial period, that is to say the 18th and 19th centuries from Peter the Great to the Revolutions of 1917. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 274 Modern Russia 3 Credits

Covers the background to the Russian revolutions of 1917, the revolutions themselves, and the evolution and dissolution of the Soviet regime. Cultural, social and economic aspects of this period receive as much attention as political aspects. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 280 Vietnam in Peace and War 3 Credits

Examines the history of modern Vietnam, with a focus on the struggle for independence from the late 18th century to the present. Discusses the traditional culture, French colonialism and the development of Vietnamese nationalism, the Japanese occupation in WWII, and the struggle against France and the U.S. in the First and Second Indochinese Wars, as well as the postwar period. Explores the American experience in Vietnam and the impact of the war in the United States.

HIS 281 Modern Middle East 3 Credits

Examines political, economic, social, and cultural developments in the Near East, from the rise of the Ottoman Empire to the present, stressing the impact of contacts with the West in the 19th and 20th centuries, and the emergence of the contemporary Arab World, Israel, Turkey, and Iran.

HIS 282 Colonial Latin America 3 Credits

Examines the pre-Columbian and colonial periods of Latin-American history. Discusses the Indian, African, and European peoples and pays particular attention to the colonial Spanish and Portuguese societies from their establishment up to the revolutions that brought about political independence.

HIS 283 Modern Latin America 3 Credits

Considers the post-independence history of Latin America, emphasizing the rise of export economies and external economic domination, modernization, and pan- Americanism. Examines the changes undergone by Latin-American nations in the 20th century through an analysis of Mexico, Argentina, Chile, Brazil, Peru, Cuba, and Central America.

HIS 284 Caribbean History 3 Credits

Analyzes the history of the West Indian islands and the lands bordering the Caribbean Sea from pre-Columbian times to the present.

HIS 286 Modern East Asia 3 Credits

Examines the disintegration of the Ch'ing dynasty in China and the Tokugawa Shogunate in Japan under internal stresses and foreign incursions, and the varied experience of those states in coming to terms with the challenges of modernization and westernization. Covers political, economic, social, and cultural factors in China, Japan, and East Asia.

HIS 288 African History 3 Credits

Traces the history of Africa, analyzing the unique problems of African historical evidence and the complexity of the continent's past. Examines the genesis of African culture, early African societies, and the character of African civilizations and empires, then considers external influences such as religion (especially Islam and Christianity), contacts with Europe, the slave trade, the colonial scramble for Africa, colonial rule, modernization and dependency, and concludes by assessing the rise of independent Africa after World War II, its present status and future prospects.

HIS 289 History of Modern Japan 3 Credits

Examines the history of modern Japan from the age of the samurai in the Tokugawa Shogunate to today's high-tech mass consumer society. It traces the interaction of elements of Japan's traditional culture with impacts from the outside to create a uniquely-Japanese modernity. It stresses social, economic, and cultural trends, as well as political history, and includes an examination of modern Japanese culture through fiction and film.

HIS 298 Special Topics in History 3 Credits

Exploration of special topics, themes or methodologies in history. This course may be repeated for credit on different topics.

Prerequisite(s): permission of instructor.

HIS 300 Economic History of the U.S. 3 Credits

Studies the main currents in the economic growth of America from colonial times to the present. Stresses the process of economic development from an agrarian to an industrial society, and examines the challenges and dislocations resulting from economic change.

HIS 301 Constitutional History of U.S. 3 Credits

Surveys the English, Colonial, and Confederation backgrounds of American law and constitutionalism; the framing, adoption, and implementation of the Federal Constitution and its later development; the role of law in the nation's history; the changing interpretations of federalism; the growth of judicial review; and the increasing role of the Supreme Court.

HIS 302 American Worker: Social History 3 Credits

Investigates the American workers' varied social, cultural, religious, and ethnic environment from post-Civil War to the present. Emphasizes worker response to industrialization, urbanization, the technical revolution, and automation.

HIS 303 American Urban History 3 Credits

Traces the growth of urbanism in America from colonial times to the present. Focuses on the interaction between the city dweller and the urban environment and explores the problems confronting urban America today.

HIS 304 Civil War and Reconstruction 3 Credits

Considers the Civil War as a watershed in the development of the American republic. Analyzes antebellum sectional conflict, the war years, and the era of Reconstruction.

HIS 306 U.S. Cultural History II 3 Credits

Examines cultural developments in the United States from the late 19th century to the present. Topics include popular culture, intellectual history, gender history, literary history, film, institutions like museums and department stores, subcultures and counter- cultures, popular commemorations like World's Fairs, and political culture. Some of the larger trends explored include the development of the modern culture of consumption, the urban landscape, and the polarization of cultural values.

HIS 307 The Immigrant in American Life 3 Credits

Examines the experiences of immigrants in the United States, their assimilation, the reactions to them, and their contributions.

HIS 309 Women in American History 3 Credits

Examines the roles, status, and influence of women from the colonial era to the present. Studies the origins and development of feminism, including legal, political, educational, economic, and sexual rights; and studies social feminism, including reform movements in such fields as abolition, prohibition, pacifism, child labor, and social welfare.

HIS 318 The American Revolution 3 Credits

Examines the growing rift between the American colonies and the British Empire, the War for Independence, and the creation of a new American republic. Explores the political, economic, social and cultural history of the Revolutionary era, and includes the experiences of various groups such as Native Americans, slaves, and women.

HIS 319 Gender and Sexuality in American History 3 Credits

What makes a man, exactly, and what makes a woman? What kinds of sex are normal, and what kinds are abnormal? Who decides, and why? The answers to these questions are not fixed. Throughout American history, popular understandings of gender and sexual norms evolved in close relationship with the political, economic, racial, and social dictates of the time. This course will trace the evolution of ideas on sex and gender from the 18th century to the present using various historical sources including fiction and film, particular attention will be given to analyzing dominant models of proper behavior and the complex relationships of power enmeshed within them.

HIS 320 The History of Christianity 3 Credits

Examines Christianity's role in world history from the life and times of Jesus to the present. Emphasizes the quest for the historical Jesus, the emergence of Christianity after his death and triumph during the later Roman Empire, and Christian relations with pagans, Jews, heretics, witches and Muslims. Traces the various branches of Christianity, its spread throughout the world, church-state relations and responses to secularism, capitalism and communism.

HIS 325 Church & Society in Med Europe 3 Credits

Studies the role of the church in the shaping of early medieval society. Emphasizes the emergence of Christianity as a world force, its challenge from Islam, and the church's impact on the politics, thought, and economy of early medieval Europe.

HIS 326 Renaissance and Reformation 3 Credits

Studies the Renaissance, including the development of humanism and art as well as the political and economic changes of the period. Discusses the Renaissance church and movements for religious reform, leading to a consideration of the origins, development, and consequences of the Reformation. Examines the influence of the Renaissance and Reformation on the development of capitalism and the dynamic, secular nation-state.

HIS 333 20th-Century Europe 3 Credits

This course covers the history of twentieth-century Europe, a time when major wars brought Europe from the heights of prosperity and power to the brink of ruin. Europe's experience in war, social upheaval, and ideological conflict shaped the twentieth century not just in Europe but globally. We begin with a look at the condition of Europe at the turn of the century and assess why the European states plunged into what was a disastrous series of conflicts. We will consider the First World War and its impact, including the Russian Revolution and the peace settlement, and then focus on attempts to find stability and the emergence of radically new political movements that challenged the postwar order. Next we will examine the ways in which Europe embarked on the path of near self-destruction during World War Two. A discussion of the origins and consequences of the Cold War and the fate of the socialist and capitalist systems follows. Throughout the course we will touch upon European art and culture. We will conclude with a look at the events of 1989 and attempt to understand the meaning of the twentieth century. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 334 The Era of World War II 3 Credits

Investigates selected topics relating to the origins, events, and outcome of World War II, emphasizing the war's impact on 20th-century civilization. Traces the roots of the conflict back to the World War I peace settlements, and examines the rise of totalitarianism, pre-war aggression and appeasement, the immediate causes of the war's outbreak, the course of military actions, the diplomacy of the belligerents, the War's impact on civilian life, and factors that shaped the post-war world. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 335 Nazi Germany & Hitler's Europe 3 Credits

Examines the Nazi dictatorship in all its complex dimensions, from the early life of Adolf Hitler to total war and genocide. Students will explore how the Nazi movement arose in the context of modern German and European history, and how the Nazis were able to win the support of significant segments of the German population. We will study the Nazis' massive project of social and biological engineering – pronatalism, forced sterilization, extermination of "social and biological deviants," and, ultimately, the genocide of the Jews. Through memoirs, state documents, and historical accounts, the class will examine life from the vantage point of perpetrators, accommodators, victims, and resisters. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 336 Modern European Intellectual History 3 Credits

Examines the 17th-century revolution in scientific, philosophical, and political thought; the Enlightenment; Romanticism; the ideologies of Conservatism, Liberalism, and Socialism; Positivism; Darwinism; the crisis of European thought (1880-1914); and the major intellectual trends of the 20th century.

HIS 337 Post-1945 United States History 3 Credits

This course will magnify American society, politics, culture, and foreign policy from 1945 to the present, tracing the rise and fall of the "American Century". We will focus on topics such as the Red Scare, suburbanization, mass culture, the power of the presidency, the Civil Rights movement, Vietnam, disco, and the war on terror, offering students a unique opportunity to delve deeply into our recent past.

HIS 341 China in Revolution 3 Credits

Treats the Chinese Revolution in terms of political, economic, and social transformation.

HIS 342 Women in East Asia 3 Credits

Treats the history of the relationship between women and society in traditional East Asia and the modern transformation of their relationship.

HIS 343 Ottoman Empire and the Balkans 3 Credits

This course is divided into two parts. Part one examines the rise, zenith, and gradual disintegration of the Ottoman Empire, one of the greatest, most extensive, and long lasting empires in history, with special focus on the southeastern projection of Europe, known as the Balkan Peninsula. The second half of the course concentrates on Balkan history proper, from the First World War until the demise of communist regimes in the late 1980s. Lastly, we will consider contemporary developments, especially the breakup of Yugoslavia and its aftermath. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 351 Warfare in History 3 Credits

Studies the evolution of international and intergroup conflict through the ages; principles, theories, and kinds of war; the great military practitioners and thinkers of world history. Briefly touches upon the American experience as a recent segment in world military and cultural history.

HIS 352 History of Socialism 3 Credits

Considers the historical development of socialist ideas and their adaptations from ancient times to the present, including ancient and Judaeo-Christian antecedents, Utopian Socialism, Marxism, Anarchism, Communism, and Democratic Socialism, emphasizing the historical comparisons among these schools. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 353 Oral History 3 Credits

A study of the theory and practice of oral history. Involves an examination of the methodology and functions of oral history, the nature and character of oral evidence, and the place of oral testimony within the historical discipline.

HIS 398 Special Topics in History 3 Credits

Advanced exploration of special topics, themes or methodologies in history. This course may be repeated for credit on different topics.

Prerequisite(s): Permission of Instructor.

HIS 460 Research Seminar 3 Credits

Students produce a major research paper in this topical capstone seminar. Topics and themes vary by instructor. The seminar has a maximum enrollment of 16 students, so professors and students have an opportunity to work together closely over the course of a semester. Students may substitute with HIS 490: Independent Research and Study.

Prerequisite(s): HIS 260, and permission of instructor.

HIS 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours.

Prerequisite: Permission of instructor. When taken to substitute for HIS 460, HIS 260 and permission of instructor.

HIS 491 Internship in History 1-4 Credits

Internships to be offered each semester with such institutions as the New Jersey State Archives and the David Library of the American Revolution. Four credits may be taken for Category III History credit. Additional credits may be taken for Liberal Arts elective credit.

Prerequisite: Permission of internship coordinator.

Homeland Security Policy

Program Overview

Events of the past 30 years — including the first World Trade Center bombing in 1993, the terrorist attacks of September 11, 2001, and the Boston Marathon bombing in 2013 — have heightened America's awareness of terrorism and made homeland security a national focus. It is a subject, though, that has long been of concern to other countries around the world.

Open to all majors, this minor offers students the opportunity to add a focus in homeland security to their professional or academic plans. Homeland security is a rapidly growing field with a high demand for skilled professionals in both government and private industry.

This minor also is a valuable option for students whose careers would benefit from an understanding of such issues as risk assessment, world politics and civil liberties.

The M.A. in Homeland Security provides students with a multidisciplinary program that goes beyond conventional studies of the subject. The degree is designed to give students broad training in the theoretical and applied nature of security studies and then to offer students the ability to specialize in Global or Domestic Security. The M.A. explores the causes and consequences of political violence and how the U.S.'s internal and global environment impact issues of security within the nation and globally. Students would also learn about the institutions, actors and processes that support the security community. It explores the tools and actions the US and other governments can utilize in maintaining security and the consequences of doing so. Finally, the graduate program in Homeland Security Policy provides students with the foundation for pursuing careers in the security sector.

Degree Offered

- Minor in Homeland Security

Contact

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Associate Professor and Chair

Fine Arts 254

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Program Website: www.rider.edu/polsci (<http://www.rider.edu/polsci>)

Associated Department: Political Science Department

Related programs

- American Studies (p. 304)
- Criminal Justice (p. 344)
- English (p. 357)
- History (p. 443)
- Multicultural Studies (p. 489)
- Political Science (p. 515)

Homeland Security Minor Requirements

(24 credit hours)

Code	Title	Credits
Foundation Courses		
HLS 100	Intro to American Politics	3
HLS 202	The Pol. Sys - Theories/Theme	3
Select three of the following:		9
HLS 203	Homeland Security	
HLS 204	Development and Structure of the US Intelligence Community	
HLS 301	Civil Liberties in the US	
HLS 325	Public Administration	
Select three of the following:		9
HLS 219	Terrorism, Revolut & Polit Viol	
HLS 220	Terrorism & Counter Terrorism	
HLS 270	Networking/Telecommunications	
HLS 300	U.S. Constitutional Law	
HLS 304	Pol Behvr: Fear, Risk & Crisis	
HLS 314	Congres Power & Security Policy	
HLS 316	Pre. Power & Natl Security Pol	
HLS 325	Public Administration	

HLS 346	Liberal Democracy in Times of Stress	
HLS 350	U.S. Foreign Policy and Security Policy	
HLS 351	Critical Views of Global Security	
HLS 361	The Judicial Process	
HLS 363	Hum Rights in Global Context	
HLS 491	Internship in NJ Homeland Secur	
HLS 420	Enterprise Security	
Total Credits		24

¹ Depending upon eligibility and availability

Courses and Descriptions

HLS 100 Intro to American Politics 3 Credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. Note: This course is cross-listed as POL 100. Students may not get credit for both HLS 100 and POL 100.

HLS 202 The Political System - Theories/Theme 3 Credits

This course serves as a gateway to the subfields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings.

The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as POL 202. Students may not get credit for both HLS 202 and POL 202.

HLS 203 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective. Note: This course is cross-listed as POL 203. Students may not get credit for both HLS 203 and POL 203.

HLS 204 Development and Structure of the US Intelligence Community 3 Credits

This course provides a historical review of intelligence following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence, and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal, with emphasis placed on interpreting and writing intelligence summaries. Note: This course is cross-listed as POL 204. Students may not get credit for both POL 204 and HLS 204.

HLS 205 Spies, Double Agents, and Moles: The World of Counterintelligence 3 Credits

This course provides in-depth exposure to historical, open-source investigations and concepts that illustrate the defensive, offensive, investigative, and collection efforts of counterintelligence (CI) activities. This course looks through the ideological and political prisms of how and why the Western and Eastern blocs fought the Cold War with agents, double agents, sleepers, and moles, and how MICE (money, ideology, compromise, and ego) and RASCALS (reciprocation, authority, scarcity, commitment, liking, and social proof) caused thousands to betray their countries and become the 'enemy within'. Counterintelligence (CI) is a critical element of US national security policy and interests both in the United States and abroad, and the course will focus on activities that comprise counterintelligence functional activities, including the detection of espionage and elicitation; counterintelligence interviews/debriefings; and the collection of counterintelligence information.

Prerequisite(s): POL 100 or POL 102.

HLS 219 Terrorism, Revolutions and Political Violence 3 Credits

Revolutions are the mad inspiration of history." Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as POL 219 and GLS 219. Students may only get credit for one course: HLS 219, GLS 219 or POL 219.

HLS 220 Terrorism & Counter Terrorism 3 Credits

This course introduces students to the arguments about the definition of terrorism, the historical use of terrorism and the roles of ideology, religion, and psychological factors that help explain and predict it. The course seeks to identify the components of national security policy aimed at countering such elements and their cost, both in financial and civil right terms. Finally, to illuminate both the definition and the policies discussed, the course will offer brief comparisons with other states, especially Israel, the UK, and Russia.

HLS 270 Networking/Telecommunications 3 Credits

This course provides an introduction to business data communications and networking. The Internet and OSI models are discussed. Network technologies include local area networks, backbone, wide area networks, and the Internet. Introduction to network design, security, and network management are also provided.

Prerequisite(s): CIS 185.

HLS 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as POL 300. Students may not get credit for both HLS 300 and POL 300.

HLS 301 Civil Liberties in the US 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as POL 301. Students may not get credit for both HLS 301 and POL 301.

HLS 304 Political Behavior: Fear, Risk and Crisis 3 Credits

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior-e.g., voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. Note: This course is cross-listed as POL 304. Students may not get credit for both HLS 304 and POL 304.

HLS 314 Congressional Power and National Security Policy 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. Last, the course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as POL 314. Students may not get credit for both HLS 314 and POL 314.

HLS 316 Presidential Power and National Security Policy 3 Credits

This course examines the development of the National Security State since the Second World War, and the ways in which it has affected, and been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of "national security", the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the "War on Terror." Note: This course is cross-listed as POL 316. Students may not get credit for both POL 316 and HLS 316.

HLS 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as POL 325. Students may not get credit for both HLS 325 and POL 325.

HLS 346 Liberal Democracy in Times of Stress 3 Credits

This course explores historic and present day cases, ranging across Europe and the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so-called "states of exception." While in some cases such states have imposed mild and limited emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various states have behaved in emergency situations will be the major content of this course. Note: This course is cross-listed as POL 346. Students may not get credit for both HLS 346 and POL 346.

HLS 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War world. Note: This course is cross-listed as POL 350, GLS 350. Students may get credit only once.

HLS 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

HLS 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as POL 361. Students may not get credit for both POL 361 and HLS 361.

HLS 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as POL 363. Students may not get credit for both HLS 363 and POL 363.

HLS 420 Enterprise Security 3 Credits

Students will be provided with complete coverage of computer security in all forms including hardware, network, and software program security. Through hands-on labs, students will learn firsthand how enterprise systems can be comprised and how computer professionals can prevent and provide counterattacks for security intrusions.

Prerequisite(s): CIS 310 or permission of instructor.

HLS 491 Internship in NJ Homeland Security 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of field work per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

Integrated Sciences and Math

Program Overview

The Integrated Sciences and Math major (ISM) is designed primarily as a second major for students in the College of Education and Human Services (p. 201) interested in teaching science or math at the middle school level. The program is tailored to meet the New Jersey certification requirements for middle school science or math teachers and to facilitate the timely completion of the dual graduation requirements for education majors in the College of Education and Human Services and the College of Liberal Arts and Sciences. This major is not designed to prepare students for further study in science or math disciplines at the graduate or professional level, or to teach science or math at the high school level. Students who may wish to teach science or math at the high school level should discuss the additional certification requirements needed with their College of Education and Human Services academic advisor.

Curriculum Overview

The Integrated Sciences and Math major is truly interdisciplinary in nature, both in its curriculum and in the faculty who teach it, including teacher education, biology, chemistry, physics, earth sciences and mathematics faculty.

Students may choose from four different program concentrations, depending on their particular interest: Life Sciences, Physical Sciences, Earth Sciences or Mathematics. Coursework will vary depending on what concentration the student decides to take.

Honors Program in Integrated Sciences and Math

Graduation with honors in Integrated Sciences and Math is awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the program is by invitation of the faculty of the Department of Geological, Environmental, and Marine Sciences (GEMS). Eligibility requirements include a minimum GPA of 3.50 in courses required for the major and the satisfactory completion of a three- or four-credit Independent Research and Study. In addition, an honors candidate must maintain an overall minimum GPA of 3.00.

Degree Offered

- B.A. in Integrated Sciences and Math

Contact

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 GEMS Chairperson
 Science and Technology Center 324C
 609-896-5408
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Program Website: www.rider.edu/gems (<http://www.rider.edu/gems>)
Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS)

Related Programs

- Earth and Environmental Sciences (p. 352)
- Environmental Sciences (p. 372)
- Environmental Studies (p. 380)
- Geosciences (p. 412)
- Liberal Studies: Marine Ecological Emphasis (p. 473)

- Marine Sciences (p. 477)
- Education (p. 201)

Integrated Sciences and Math Major Requirements

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Inquiry-based Introductory Course		
ISM 100	Introduction to the Integrated Sciences and Math	4
Inquiry-based Science Courses		
Select two courses from two different categories and not from area of declared concentration:		8
Life Sciences		
BIO 110	Life Science: Inquiry Approach	
Earth Sciences		
GEO 100 & GEO 102	Earth Systems Science and Earth Materials and Processes Lab	
MAR 120 & MAR 121	Oceanography and Introductory Oceanography Lab	
Physical Sciences		
CHE 118	Exploration of Chemical Prin	
PHY 105	Matter, Forces, Energy: Explor	
Mathematics Courses		
MTH 210	Calculus I	4
MTH 230	Discrete Mathematics	4
Select two of the following:		7-8
MTH 102	Finite Mathematics	
or MTH 150 Mathematics for Education Majors I		
MTH 105	Algebra and Trigonometry	
MTH 211	Calculus II ¹	
MTH 212	Calculus III ¹	
Areas of Concentration		
Students must select one area of concentration: Life Sciences, Earth Sciences, Physical Sciences or Mathematics.		18-20
Total Credits		45-48

Concentration Requirements

Select one of the following concentrations:

Life Sciences (p. 452)

Earth Sciences (p. 453)

Physical Sciences (p. 453)

Mathematics (p. 453)

Life Sciences Concentration Requirements

Code	Title	Credits
BIO 115	Principles of Biology I	4
BIO 116	Principles of Biology II	4
Select three of the following, at least one at the 300-level:		12

BIO 260 & 260L	Principles of Biology: Evolution, Diversity, and Biology of Cells and Principle of Biology: Cells Lab	
BIO 215	Medical Microbiology	4
BIO 265	Genetics	
BIO 272 & 272L	Intro to Marine Biology and Marine Biology Laboratory	
BIO 305	Vertebrate Physiology	
BIO 321	Microbiology	
BIO 340	Evolutionary Biology	
BIO 350	General Ecology	
BIO 370	Immunology	
BIO 372	Behavior of Marine Organisms: Evolutionary Approach	
BNS 310	Neurobiology	
BNS 375	Neuroethology: Circuits of Behavior	
MAR 325	Marine Vertebrates	
Total Credits		24

Earth Sciences Concentration Requirements

Code	Title	Credits
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
Select three of the following:		
ENV 200	Statistical and Computer Applications in the Natural Sciences	11-12
ENV 220	Weather and Climate Change	
GEO 407	Hydrology and Water Resources	
MAR 210	Marine Life Through Time	
MAR 380	The Learning and Teaching of Marine Science (also cross listed as MAR-5800)	
Total Credits		19-20

Physical Sciences Concentration Requirements

Code	Title	Credits
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
PHY 200	General Physics I	4
Select one of the following:		
CHE 211 & PHY 105	Organic Chemistry I and Matter, Forces, Energy: Explorin	
CHE 118 & PHY 201	Exploration of Chemical Prin and General Physics II	
Total Credits		20

Mathematics Concentration Requirements

Code	Title	Credits
MTH 211	Calculus II ¹	4
MTH 212	Calculus III ¹	4
MTH 240	Linear Algebra	3
Select three or more of the following:		
MTH 250	Differential Equations	
MTH 308	Advanced Calculus	
MTH 315	Modern Geometry	
MTH 340	Probability & Stat Analysis I	
MTH 401	Modern Algebra	
MTH 410	Complex Analysis	
MTH 420	Number Theory	
MTH 430	Introduction to Topology	
MTH 440	Real Analysis	
Capstone Course		
ISM 410	Seminar in the Integrated Sciences and Math	3
Total Credits		23

¹ MTH 211 and MTH 212 may be used to satisfy the concentration requirement only if not used to satisfy the Mathematics requirements above.

Academic Plans of Study

The following educational plans are provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider will follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

- **Earth Science Concentration** (p. 455)
- **Life Science Concentration** (p. 455)
- **Math Concentration** (p. 454)
- **Physical Science Concentration** (p. 453)

Physical Science Concentration

Note: Science and Math core requirements are included in the Major.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
HIS 150	World History to 1500	3
Foreign Language		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
MTH 105	Algebra and Trigonometry	4

Inquiry-based Science Course	4
Foreign Language	3
Semester Credit Hours	17

Year 2**Fall Semester**

MTH 210	Calculus I	4
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
Social Perspectives		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		14

Spring Semester

MTH 212	Calculus III	4
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Philosophical Perspectives		3
Social Perspectives		3
Semester Credit Hours		14

Year 3**Fall Semester**

PHY 200	General Physics I	4
Inquiry-based Science Course		4
Aesthetic Perspectives: Literature		3
Elective Course ²		3
Semester Credit Hours		14

Spring Semester**Choose one of the following:** 4

PHY 105	Matter, Forces, and Energy: A Exploration of Physics Concepts	
CHE 118	Exploration of Chemical Principles	

Choose one of the following: 4

CHE 211	Organic Chemistry I	
PHY 201	General Physics II	
Three Elective Courses ²		9

Semester Credit Hours	17
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Year 4**Fall Semester**

ISM 410	Seminar in the Integrated Sciences and Math	3
Four Elective Courses ²		12
Semester Credit Hours		15

Spring Semester

Five Elective Courses ²		15
Semester Credit Hours		15

Total Credit Hours for Graduation	122
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¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Math Concentration

Note: Science and Math core requirements are included in the Major.

Course	Title	Credits
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Year 1**Fall Semester**

CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
HIS 150	World History to 1500	3
Foreign Language		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16

Spring Semester

CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
MTH 105	Algebra and Trigonometry	4
Inquiry-based Science Course		4
Semester Credit Hours		14

Year 2**Fall Semester**

MTH 210	Calculus I	4
Mathematics (MTH) Concentration Elective ²		4
Social Perspectives		3
Foreign Language		3
Semester Credit Hours		14

Spring Semester

MTH 230	Discrete Mathematics	4
Mathematics (MTH) Concentration Elective ²		4
Philosophical Perspectives		3
Aesthetic Perspectives: Literature		3
One Elective Course ²		3
Semester Credit Hours		17

Year 3**Fall Semester**

MTH 211	Calculus II	4
MTH 240	Linear Algebra	3
Social Perspectives		3
Aesthetic Perspectives: Fine Arts		3
One Elective Course ²		3
Semester Credit Hours		16

Spring Semester

MTH 212	Calculus III	4
Mathematics (MTH) Concentration Elective		3
Three elective Courses ²		9
Semester Credit Hours		16

Year 4**Fall Semester**

ISM 410	Seminar in the Integrated Sciences and Math	3
Four Elective Courses ²		12
Semester Credit Hours		15

Spring Semester

Five Elective Courses ²	15
Semester Credit Hours	15
Total Credit Hours for Graduation	123

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Life Science Concentration

Note: Science and Math core requirements are included in the Major.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
HIS 150	World History to 1500	3
Foreign Language		3
NCT 010	Freshman Seminar	0
	Semester Credit Hours	16
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
MTH 105	Algebra and Trigonometry	4
Inquiry-based Science Course		4
	Semester Credit Hours	14
Year 2		
Fall Semester		
MTH 210	Calculus I	4
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
Social Perspectives		3
Foreign Language		3
One Elective Course ²		3
	Semester Credit Hours	17
Spring Semester		
MTH 212	Calculus III	4
BIO 116	Principles of Biology II	4
BIO 116L	Principles of Biology II Lab	0
Philosophical Perspectives		3
Aesthetic Perspectives: Literature		3
	Semester Credit Hours	14
Year 3		
Fall Semester		
Inquiry-based Science Course		4
Life Science Concentration Elective ²		4
Social Perspectives		3

Aesthetic Perspectives: Fine Arts	3
Semester Credit Hours	14

Spring Semester

Life Science Concentration Elective ²	4
Four Elective Course ²	12
Semester Credit Hours	16

Year 4**Fall Semester**

ISM 410	Seminar in the Integrated Sciences and Math	3
Life Science Concentration Elective ²		4
Three Elective Courses ²		9
Semester Credit Hours		16

Spring Semester

Five Elective Courses ²	15
Semester Credit Hours	15
Total Credit Hours for Graduation	122

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Earth Science Concentration

Note: Science and Math core requirements are included in the Major.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
ISM 100	Introduction to the Integrated Sciences and Math	4
HIS 150	World History to 1500	3
Social Perspectives		3
Foreign Language		3
NCT 010	Freshman Seminar	0
	Semester Credit Hours	16
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Choose one of the following:		4
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
MTH 211	Calculus II	
MTH 212	Calculus III	
MTH 230	Discrete Mathematics	
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
	Semester Credit Hours	14
Year 2		
Fall Semester		
Choose one of the following:		4
MTH 210	Calculus I	

MTH 211	Calculus II	
MTH 212	Calculus III	
Inquiry Based Science Course		4
Foreign Language		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		14
Spring Semester		
MTH 212	Calculus III	4
or	or Discrete Mathematics	
MTH 230		
Earth Sciences Concentration Elective ²		4
Philosophical Perspectives		3
Social Perspectives		3
Semester Credit Hours		14
Year 3		
Fall Semester		
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
Earth Science Concentration Elective ²		4
Aesthetic Perspectives: Literature		3
One Elective Course ²		3
Semester Credit Hours		14
Spring Semester		
Earth Science Concentration Elective ²		4
Four Elective Courses ²		12
Semester Credit Hours		16
Summer Semester		
MAR 380	The Learning and Teaching of Marine Science	4
Semester Credit Hours		4
Year 4		
Fall Semester		
ISM 410	Seminar in the Integrated Sciences and Math	3
Inquiry Based Science Course		4
Three Elective Courses ²		9
Semester Credit Hours		16
Spring Semester		
Five Elective Courses ²		15
Semester Credit Hours		15
Total Credit Hours for Graduation		123

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

ISM 100 Introduction to the Integrated Sciences and Math 4 Credits

Traditional lectures and laboratory experiences are blended to encourage students to begin asking questions and designing experiments to learn about the physical, life, and Earth sciences. This is the entry-level course for the integrated sciences and math major, though it is open to all students who want to actively explore the nature of science. Two three-hour combined lab/lecture sessions per week.

ISM 410 Seminar in the Integrated Sciences and Math 3 Credits

As a senior seminar course, class discussion, presentation, and participation will be emphasized. Science topics covered will extend beyond the range of a single science discipline. Students will evaluate articles (from popular science magazines, newspapers, etc.) to discern the connections among various scientific disciplines. Students will present written critiques of the articles focusing on the proper use of the scientific method, data analysis techniques (e.g., statistics, mathematics, etc.), and on the plausibility of the interpretations. Students will also present a semester-long project (both written and oral) that focuses on the connections among disciplines of a scientific issue.

Prerequisite(s): ISM 100, senior standing, or permission of instructor.

BIO 110 Life Science: Inquiry Approach 4 Credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 110L.

BIO 110L Life Science: Inquiry Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 110.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

BIO 215 Medical Microbiology 4 Credits

Biology of prokaryotes of medical interest with emphasis placed on diversity and host-pathogen interaction. Current research literature will be covered and presented by students. Methods of microbial identification are introduced in the laboratory and applied in the identification of mock clinical isolates. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course,

Corequisite(s): BIO 215L.

BIO 215L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 215.

BIO 260 Principles of Biology: Evolution, Diversity, and Biology of Cells 4 Credits

Lectures and labs focus on basic cell biology. Cell diversity and function, genetics and biotechnology are emphasized. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115/115L and BIO 116/116L or BIO 115, BIO 117, (BNS 118 or BNS 275).

Corequisite(s): BIO 260L.

BIO 260L Principle of Biology: Cells Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 260.

BIO 265 Genetics 4 Credits

A comprehensive course focusing on molecular, Mendelian, and population genetics. Topics covered will include molecular advances in the study of genetics, including genomics and bioinformatics; evolution and the effects of genetic mutations; the application of population genetics to forensic science; genetic problem solving, including genetic crosses and statistical analysis; and regulation of gene expression. The laboratory for this course will introduce students to commonly used genetic model organisms and basic molecular biology techniques. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course.

Corequisite(s): BIO 265L.

BIO 265L Genetics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 265.

BIO 272 Intro to Marine Biology 3 Credits

Introduces students to the study of marine environments, emphasizing the diversity, ecology, and physiology of marine animals, algae, and plants. Aspects of the human impact on marine environments are also discussed. Prerequisite(s): BIO 115 or BIO 116 or BNS 118 and grade of "C" or better.

Corequisite(s): BIO 272L.

BIO 272L Marine Biology Laboratory 1 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 272.

BIO 305 Vertebrate Physiology 4 Credits

Study of the principles and mechanisms of mammalian physiology.

Topics include the nervous system, muscle physiology, cardiovascular physiology, respiration, gastrointestinal activity, renal function, and endocrine physiology. Lectures and laboratory exercises emphasize homeostatic mechanisms and organ-system interactions. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 305L.

BIO 305L Vertebrate Physiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 305.

BIO 321 Microbiology 4 Credits

An introduction to the discipline of microbiology, with an emphasis on the biology of prokaryotes found in all the natural realms of our environment, including the oceans, soil, atmosphere, and extreme habitats. Emphasis will be placed on microbial diversity, fundamental microbial processes, and the continual interaction between microbes and the natural environment. Classical and modern methods of identification are introduced in the laboratory. Three hours of lecture and one three-hour lab per week. Some field trips are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 321L.

BIO 321L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 321.

BIO 340 Evolutionary Biology 4 Credits

Where did we come from? This course will explore the generation of biological diversity on earth. Course topics will include: the history of evolutionary thought; the different lines of evidence and fields of inquiry that bear on our understanding of evolution; selection vs. random changes in populations over time; speciation; extinction; the molecular basis of evolution; and evolutionary developmental biology. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) and BIO 265 with a grade of C or better in each course.

Corequisite(s): BIO 340L.

BIO 340L Evolutionary Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BIO 340.

BIO 350 General Ecology 4 Credits

An investigation of the processes that regulate the distribution of plants and animals throughout the biosphere. Relationships among species and their interactions with the environment are stressed. Quantitative analyses of experimental results and current research in basic and applied ecology are discussed. Laboratory activities explore conceptual models using both field activities and computer simulations. Three hours of lecture and one three-hour lab per week. One Saturday field trip (laboratory time will be adjusted accordingly). Prerequisite(s): BIO 115, BIO 116, with a grade of "C" or better in each course.

Corequisite(s): BIO 350L.

BIO 350L General Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 350.

BIO 370 Immunology 4 Credits

An introduction to the cells and molecules of the immune system with emphasis on recent advances. Topics include AIDS, autoimmunity, transplantation, and cancer. Readings from current journals will be discussed and presented by students. The laboratory will introduce current research techniques and then apply these to a research problem with critical analyses of the data generated. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course.

Corequisite(s): BIO 370L.

BIO 370L Immunology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 370.

BIO 372 Behavior of Marine Organisms: Evolutionary Approach 4 Credits

An examination of the underlying mechanisms and evolutionary causes of behavior, including habitat use, feeding, and mate choice, particularly in marine organisms. The laboratory will involve collecting, analyzing and interpreting field data and performing experiments in the lab using a variety of marine organisms including fish and crabs. Three hours of lecture and one three-hour lab per week. Some full-day field trips (usually on a weekend) are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 372L.

BIO 372L Behavior of Marine Organisms: Evolutionary Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 372.

BNS 310 Neurobiology 4 Credits

A lecture-laboratory course investigating the structure and function of the nervous system. Lecture topics include organization of the nervous system, neuroanatomy, neurophysiology, neurochemistry, physiology of sensory systems, biological aspects of nervous system diseases, and behavior. Laboratory exercises include study of anatomy of the nervous system, nerve cell recording, modern neuroanatomical techniques, and the neural basis of animal behavior. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course. Corequisite(s): BNS 310L.

BNS 310L Neurobiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 310.

BNS 375 Neuroethology: Circuits of Behavior 4 Credits

Neuroethology is the study of the neural and physiological basis of animal behavior. This course focuses on the specific behavioral problems faced by animals in their natural habitats, and the ways in which their nervous systems solve these problems. The mechanisms that underlie complex behaviors such as spatial orientation and navigation, escape mechanisms, and animal communication will be examined, as well as the extraordinary sensory adaptation of organisms to their environments (e.g., echolocation, electroreception, and magnetic reception). The neural control of motor programs and temporally-patterned behaviors will be studied in simpler neuronal systems. Finally, recent cellular and molecular approaches to the study of behavior will be addressed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BNS 375L.

BNS 375L Neuroethology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 375.

MAR 325 Marine Vertebrates 4 Credits

A survey of the biology of marine vertebrate animals, including fish (jawless fish, sharks, rays, and bony fish), reptiles (sea turtles and sea snakes), sea birds, and mammals (manatees, seals, and whales). The evolution, physiology, natural history, ecological relationships, and human interactions of these groups are emphasized. Three hours of lecture and one three-hour lab per week. Field trips may be required. Prerequisite(s): BIO 272 and BIO 272L.

Corequisite(s): MAR 325L.

MAR 325L Marine Vertebrates Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 325.

CHE 118 Exploration of Chemical Principles 4 Credits

A one-semester introduction to the principles of chemical sciences. Students will utilize inquiry-based learning methods to examine contextual problems as a means to explore introductory models and concepts of chemistry. Students will also gain an understanding of how scientific models are used to explain experimental observations. The laboratory component of this course is designed to provide students with an experimental context within which to develop some of the models described in the classroom. Three hours of lecture and one three-hour lab per week.

CHE 118L Exploration of Chemical Principles Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 118.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. Prerequisite(s): High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. Prerequisite(s): CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. Prerequisite(s): CHE 121.

Corequisite(s): CHE 122.

CHE 211 Organic Chemistry I 4 Credits

The structure, chemical properties, and methods of preparation of the more important classes of carbon compounds are studied, with an emphasis on the relationship of structure, stereochemistry, and conformation to chemical reactivity. The preparation and reactivity of organic functional groups is introduced. The use of infrared and nuclear magnetic resonance spectroscopy, and mass spectrometry for elucidating structures of organic molecules is discussed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): CHE 122, CHE 123.

Corequisite(s): CHE 211L.

CHE 211L Organic Chemistry I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 211.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 407 Hydrology and Water Resources 4 Credits

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, GEO 102, and MTH 105.

Corequisite(s): GEO 407L.

GEO 407L Hydrology and Water Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 407.

MAR 120 Oceanography 3 Credits

In this course, students will investigate the geological, chemical, physical, and biological processes that shape the ocean. Emphasis will be placed on how these processes interact with each other and with human populations. These interactions influence important global phenomena that impact all our lives, including weather and climate, the distribution of marine organisms and other natural resources, and coastal processes. Understanding these phenomena will enable students to make more informed decisions and contribute to serious global marine issues. Students will learn through lectures, readings, practical experiences with real data, and hands-on exercises designed to foster a deeper understanding of the scientific process. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 120. Students may not get credit for both MAR 120 and GLS 120.

MAR 121 Introductory Oceanography Lab 1 Credits

This lab course introduces students to the fundamental aspects of geological, chemical, physical and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): MAR 120 or GLS 120 or as prerequisite(s).

MAR 210 Marine Life through Time 4 Credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 210L Marine Life through Time Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): MAR 210.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MTH 102 Finite Mathematics 3 Credits

The course begins with consolidation of some basic topics including sets, number theory, real numbers, functions, and graphs. Statistics and probability theory are introduced with applications to the social and natural sciences. Throughout the course there will be an emphasis on formulating and solving familiar sorts of problems in mathematical terms.

MTH 105 Algebra and Trigonometry 4 Credits

Algebraic functions, trigonometric functions, identities and conditional equations, inequalities, exponential and logarithmic functions.

Prerequisite(s): Entering science & math majors with SAT math score below 650 and Math Placement Test score; or successful completion of MTH100.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

MTH 211 Calculus II 4 Credits

The definite integral, differentiation of transcendental functions, methods of integration and approximate integration, determination of area, volume, and surface area.

Prerequisite(s): MTH 210.

MTH 212 Calculus III 4 Credits

Infinite series; functions of two and three variables, vectors and tangent planes, partial derivatives, multiple integrals, determination of volume and density.

Prerequisite(s): MTH 211.

MTH 230 Discrete Mathematics 4 Credits

An introduction to topics in Discrete Mathematics. This course covers methods of proof, induction and recursion, and other topics in discrete mathematics. Topics may include graph theory, trees, and symmetry groups.

Prerequisite(s): MTH 102, MTH 105 or MTH 210.

MTH 240 Linear Algebra 3 Credits

Systems of linear equations; vector spaces; linear independence; determinants; orthogonality; linear maps; eigenvectors.

Prerequisite(s): MTH 210 or as corequisite; sophomore standing; or permission of instructor.

MTH 250 Differential Equations 3 Credits

First order differential equations, separable and exact; integrating factors; second order linear differential equations; series solutions of second order linear differential equations; higher order equations; existence and uniqueness theorems; systems of linear differential equations.

Prerequisite(s): MTH 240, MTH 211.

Corequisite(s): MTH 212 or as prerequisite.

MTH 308 Advanced Calculus 3 Credits

Vectors, gradients, and directional derivatives, Lagrange multipliers, Taylor's theorem, multiple integrals, change of variables, line and surface integrals, Stokes' theorem.

Prerequisite(s): "B" average in MTH 210 and MTH 211; MTH 212, MTH 240.

MTH 315 Modern Geometry 3 Credits

Covers geometry from a modern point of view, with emphasis on non-Euclidean geometry, particularly projective geometry.

Prerequisite(s): MTH 211, MTH 240.

MTH 340 Probability & Statistical Analysis I 3 Credits

Theory of sets and probability; discrete and continuous random variables and probability distributions. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite(s): MTH 212 or MSD 111.

MTH 341 Probability & Statistical Analysis II 3 Credits

Continuation of MTH 340. Foundations of mathematical statistics: normal distributions, estimation, confidence intervals and hypothesis testing; topics chosen from student's t- test, chi-square tests, analysis of variance and regression analysis. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite: MTH 340. Spring.

MTH 401 Modern Algebra 3 Credits

Provides an introduction to modern abstract algebra. It emphasizes the axiomatic method to analyze the major algebraic systems. The instructor will choose the topics to be studied from among the following algebraic structures: integral domains, fields, complete ordered fields, groups, polynomials, rings, ideals and modules.

Prerequisite(s): MTH 240.

MTH 410 Complex Analysis 3 Credits

Analytic functions, conformal mapping, power series, Cauchy's theorem, calculus of residues.

Prerequisite(s): MTH 308.

MTH 420 Number Theory 3 Credits

Covers topics including divisibility theory, the prime numbers, the theories of congruences and of quadratic reciprocity, and Fermat's Last Theorem. Other topics may also include applications to cryptography, Pell's equations, continued fractions, and the theory of partitions.

Prerequisite(s): MTH 240 or permission of instructor.

MTH 430 Introduction to Topology 3 Credits

A comprehensive introduction to elementary topology. The concepts of topological spaces and metric spaces will be introduced. Connectedness, compactness and properties of subsets of the real numbers rooted in topology will also be considered. The quotient topology will be used to construct surfaces as identification spaces, and tools will be developed to distinguish one surface from another.

Prerequisite(s): MTH 212.

MTH 440 Real Analysis 3 Credits

Covers the theory of sets, the real number system and its properties, convergence of sequences and series of numbers and functions, and the theory of integration, including: measure theory, the Riemann integral, and introduction to the Lebesgue theory of integration.

Prerequisite(s): MTH 308 or as corequisite.

PHY 105 Matter, Forces, and Energy: A Exploration of Physics Concepts 4 Credits

An introduction to the basic principles of physics focusing on the concepts of matter, force, and energy. The course will study, in depth, simple physical systems chosen to emphasize the interconnection of these three basic concepts. It will explore the behavior of these simple physical systems using directed group exercises coordinated with hands-on laboratory activities. One three-hour lecture and one three-hour lab per week.

PHY 105L Matter, Forces and Energy Lab 0 Credits**PHY 200 General Physics I 4 Credits**

Introductory classical physics; Newtonian mechanics, including the conservation laws, wave motion, gravity, thermodynamics. Three hours of lecture and one three-hour lab per week. Prerequisite(s): MTH 210 or as corequisite.

Corequisite(s): PHY 200L.

PHY 200L General Physics I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PHY 200.

PHY 201 General Physics II 4 Credits

A continuation of the concepts developed in Physics 200. Electricity, electrical circuits, magnetism, Maxwell's equations. Light and optics, including lenses, interference, and diffraction. Three hours of lecture and one three-hour lab per week. Prerequisite(s): PHY 200, MTH 211 or concurrent enrollment.

Corequisite(s): PHY 201L.

PHY 201L General Physics II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PHY 201.

Journalism

Program Overview

Rider University journalism students learn traditional writing, editing, photography and publication design skills. These fundamentals are paired with video production tools and industry software, social media strategies and attention to computer-assisted reporting – the well-rounded basis to successfully enter careers in news, sports, features and investigative journalism.

Students also learn how to pitch stories to editors, how to find sources and conduct interviews, how to access key state and federal public records, and how to effectively present news content in today's multimedia world. In our state-of-the-art Mac journalism labs, students learn the Adobe design package including Photoshop, InDesign, Illustrator, and Dreamweaver; they build audio-slideshows and video packages using FinalCutProX; and ultimately help build a journalism website using content management systems.

Many of our students participate in extracurricular activities at the university's fleet of award-winning media: The Rider News (<http://www.theridernews.com>) consistently wins state and regional journalism prizes from the Collegiate Press Association; The Rider University Network (<http://runetwork.weebly.com>) (R.U.N.) TV station has won numerous awards for audio management, video music entertainment, sports play-by-plays, and video documentaries; and in 2015, The Bronx 107.7 (<http://www.1077thebronc.com>) was named the 15th best college radio station in the nation.

Curriculum Overview

Core classes in the journalism program include news reporting and writing, copy editing, publication design, feature writing, in-depth reporting, computer assisted reporting and advanced speech. Other classes include communication theory, writing for broadcast, public

relations, organizational communication, photography, internal communication and more.

Degree Offered

- B.A. in Journalism

Contact

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Program Website: J (<http://www.rider.edu/comm>)journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)
Associated Department: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs

- Communication Studies (p. 331)
- Filmmaking, TV & Radio (p. 393)
- Graphic Design (p. 423)
- Public Relations (p. 534)
- Web Design (p. 561)

Journalism Major Requirements

(24 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Departmental Core (24 Credits)		24
COM 102	Introduction to News Writing	
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
COM 131	Fundamentals of Video Production	
COM 264	Intro to Media Convergence	
COM 301	Communication Law	
COM 302	Communication Ethics	
COM 400	Senior Seminar Communication	
Journalism Major Requirements (24 Credits)		
COM 204	Advanced Speech Communication	3
COM 210	News Reporting and Writing	3
COM 211	Copy Editing	3
COM 212	Publication Design	3
COM 215	Computer Assisted Reporting	3
COM 316	Feature Writing	3
COM 415	In-Depth Reporting	3
One course from the following:		3
COM 201	Communication Theory	
COM 205	Theories of Persuasion	
COM 233	Writing for Broadcast	
COM 234	Audio Production	

COM 240	Public Relations	
COM 253	Organizational Communication	
COM 261	Multimedia Prod I-Inter Design	
COM 360	Adv Publicatn Design & Present	
COM 361	Photography	
COM 393	International Communication	
Total Credits		48

- ¹ Students may not carry a double major within the department. Communication and journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.
- ² If a student receives a grade lower than "C" in a course required in a major or minor in the department, the student must repeat the course. Credit will only be awarded once for a course that is repeatable. The student must also repeat the course before enrolling in any course for which it is a prerequisite.

Journalism Minor Requirements

Note: Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department. (Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.)

(21 credits)

Code	Title	Credits
COM 102	Introduction to News Writing	3
COM 210	News Reporting and Writing	3
COM 211	Copy Editing	3
COM 212	Publication Design	3
COM 215	Computer Assisted Reporting	3
COM 316	Feature Writing	3
COM 415	In-Depth Reporting	3
Total Credits		21

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
COM 105	Communication, Culture and Media	3
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3

HIS 151	World History Since 1500	3
Social Perspectives		3
COM 104	Speech Communication	3
COM 102	Introduction to News Writing	3
Semester Credit Hours		15
Year 2		
Fall Semester		
Aesthetic Perspectives: Fine Arts		3
Foreign Language ¹		3
Scientific Perspectives		3
COM 131	Fundamentals of Video Production	3
COM 264	Intro to Media Convergence	3
Semester Credit Hours		15
Spring Semester		
Aesthetic Perspectives: Literature		3
Philosophical Perspectives		3
Foreign Language		3
COM 204	Advanced Speech Communication	3
COM 210	News Reporting and Writing	3
Semester Credit Hours		15
Year 3		
Fall Semester		
COM 211	Copy Editing	3
COM 212	Digital Publication Design	3
COM 215	Computer Assisted Reporting	3
Elective Course Credits ²		6
Semester Credit Hours		15
Spring Semester		
COM 301	Communication Law	3
COM 316	Feature Writing	3
Elective Course Credits		9
Semester Credit Hours		15
Year 4		
Fall Semester		
COM 302	Communication Ethics	3
COM 415	In-Depth Reporting	3
Elective Course Credits		9
Semester Credit Hours		15
Spring Semester		
COM 400	Senior Seminar Communication	3
Journalism Elective		3
Elective Course Credits		9
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/ reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation.

Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

Latin American and Caribbean Area Studies

Program Overview

This minor helps students immerse themselves in diverse and rich cultures. The students will also have an advantage for future careers by having a higher fluency in the Spanish language and in having achieved a heightened sense of global and cultural awareness.

Degree Offered

- Minor in Latin American and Caribbean Area Studies

Contact

Hernán Fontanet, Ph.D.

Associate Professor

Fine Arts 367

609-896-7739

hfontanet@rider.edu

Program Website: Latin American and Caribbean Area Studies (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/area-studies-2>)

Associated Department: Department of Languages, Literature and Cultures

Related Programs

- Chinese Area Studies (p. 329)
- Spanish (p. 552)

Requirements for the Minor

(21 credits)

Code	Title	Credits
Spanish Language ¹		
SPA 200 & SPA 201	Spanish III and Spanish IV	6
Gateway Course		
SPA 311	Latin American Latino Culture	3
Area-specific Courses ²		
Four or five courses from at least three disciplines and no more than two courses from any one discipline.		12-15
GSS 310	Special Topics	
HIS 282	Colonial Latin America	
HIS 283	Modern Latin America	
HIS 284	Caribbean History	
IND 210	Global Encounters: Special Education Abroad: A Comparative Experience	
IND 316	Nature's Business	
LIT 340	Hispanic Lit & Film Eng Trans	
MUS 308	World Music	
POL 272	Politics of Latin America	
SOC 341	Developing Societies	
SPA 301	Spanish for Business	
SPA 325	Intro to Latin-Amer/Latino Lit	
SPA 412	Hispanic Theater and Film	
SPA 413	Hispanic Short Story: Transatlantic Conn	

SPA 420/LAC From Colonies to Nationsfrom Colonies to 420

SPA 426 Latin American/Latino Film and Fiction

SPA 496 Special Studies

Total Credits 21

¹ Students who place out of SPA 200 must take SPA 201 and one additional Spanish course at the 300 or 400 level. Students who place out of SPA 200 and SPA 201 must complete one Spanish course at the 300 or 400 level.

² Spanish majors and minors may only take one area-specific course from their major or minor program.

Student Abroad or domestic experience within a Spanish linguistic context or business environment – study, service-learning or internships – may meet some of the requirements upon consultation with the student's advisor. Students must take at least one course in the Latin-American and Caribbean Area Studies Minor upon completion of Study Abroad or a domestic experience as described above.

Independent Research and Study courses and Baccalaureate Honors courses may be substituted in consultation with the Area Studies Program director.

Courses and Descriptions

GSS 310 Special Topics 3 Credits

Studies in specialized areas of feminist scholarship. Topics change according to instructor and are listed in the course roster.

Prerequisite: one previous course in gender and sexuality studies or permission of instructor.

HIS 282 Colonial Latin America 3 Credits

Examines the pre-Columbian and colonial periods of Latin-American history. Discusses the Indian, African, and European peoples and pays particular attention to the colonial Spanish and Portuguese societies from their establishment up to the revolutions that brought about political independence.

HIS 283 Modern Latin America 3 Credits

Considers the post-independence history of Latin America, emphasizing the rise of export economies and external economic domination, modernization, and pan- Americanism. Examines the changes undergone by Latin-American nations in the 20th century through an analysis of Mexico, Argentina, Chile, Brazil, Peru, Cuba, and Central America.

HIS 284 Caribbean History 3 Credits

Analyzes the history of the West Indian islands and the lands bordering the Caribbean Sea from pre-Columbian times to the present.

IND 210 Global Encounters: Special Education Abroad: A Comparative Experience 3 Credits

This course provides students with an exposure to foreign cultures consisting of both travel and study components. Destinations may include countries in Europe, Latin America, or Asia. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political, and aesthetic cultural components appropriate to the location(s) visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. A travel fee is required. No foreign language skills are required unless otherwise indicated.

IND 316 Nature's Business 3 Credits

This interdisciplinary, team-taught, experiential learning course brings together various science, liberal arts, and business perspectives in examining the relationships among biological, social, environmental, economic, geological, and political issues. Topics to be discussed and researched by students can include, but are not limited to, ecotourism, sustainable development, biodiversity, local and regional environmental and historical geology, cultural norms, and the legal and political systems of the country being visited. The study tour component of the course provides students with a first-hand opportunity to observe and record field data from settings outside of the United States and in their discipline of interest. Typically, there are approximately 12 hours of pre-trip lectures, seminars, and/or faculty/student presentations during the fall semester, an international study tour, 9-14 days in length, during January (exact dates and length depend on the international location), and approximately three hours of post-trip meetings, seminars, and student presentations during the spring semester. Students enroll in the course during the spring semester. Note: This course is cross-listed as CBA 316; Students may not get credit for both CBA 316 and IND 316. For Business students who take the course as CBA 316, the course will count as a business course. If taken as IND 316, the Business student will receive credit as a liberal arts and science course.

Prerequisite(s): Permission of Instructor.

LAC 420 From Colonies to Nations 3 Credits

This course consists of a panoramic survey of Colonial and Post-Colonial Latin American literature in light of the unique social, cultural and political history from the pre-Columbian to the Independence period (1825). The approach brings together vivid accounts of places and events, speeches, profiles, oral histories, excerpts from a wide range of literature, policy papers, and other readings. The analysis and discussion of selected literary works and representative films will show how Latin American and Caribbean artistic and creative endeavors express the social, cultural and political context of the Americas. Videos and films will provide the sights and sounds of this vast and vital region. Note: This course is cross-listed as LAC 420. Students may not get credit for both SPA 420 and LAC 420.

Prerequisite(s): SPA 201, or placement test at 300-level or above or SPA 300 or above.

LIT 340 Hispanic Literature & Film in English Translations 3 Credits

This course explores literary and cinematic masterpieces in English translation. Attention is focused on their relationship to the intellectual, artistic, and historical background of Spain, Latin America, and/or United States Latino cultures. No knowledge of Spanish is required. Open to Spanish majors, but no credit given toward the specific requirements of the major.

MUS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures.

POL 272 Politics of Latin America 3 Credits

The course will begin by discussing Latin American nations from the point of view of their common ancestry in European colonization, including the ways in which European cultural and economic patterns were introduced into indigenously populated areas, how these persisted after independence from European imperialist regimes and the U.S., and how these legacies have their continued effects into the present. The course continues with inquiry into the domestic politics and governmental systems of a number of Latin American nations. The course also takes up present day relations between Latin American political systems, the United States, and various organizations of the global economy such as International Monetary Fund, the World Bank, and the World Trade Organization.

SOC 341 Developing Societies 3 Credits

Examines theories explaining patterns of development; indicators and measures of social well-being; and problems such as population, hunger and environmental crises in developing countries. Focuses especially on patterns of development in Latin America or China.

Prerequisite(s): SOC 101.

SPA 200 Spanish III 3 Credits

An intensive review of Spanish grammar with emphasis on aural-oral (listening and speaking skills) and composition writing. Literary and cultural readings will be used to develop these skills. A special section may be offered to address the needs of native speakers. Students may be required to work with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SPA 101 or placement test.

SPA 201 Spanish IV 3 Credits

A continuation of Spanish grammar review with emphasis on aural-oral and written skills to prepare students for further study. The discussion of distinctive cultural aspects of the Hispanic world is an integral part of this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisites: SPA 200 or placement test.

SPA 301 Spanish for Business 3 Credits

A solid foundation in business vocabulary and cultural concepts; situational practice in geographic and cultural contexts necessary to be successful in today's Spanish-speaking world. Practice in writing business letters and other documents. Oral and written assignments to help students improve their critical thinking and become better communicators.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 311 Latin American Latino Culture 3 Credits

A panoramic survey of Latin American cultural achievements in light of the unique social and political history from the pre-Columbian period to the present. The cross-cultural perspective includes a study of Latino culture in the United States. Classes are in English. No knowledge of Spanish is required.

SPA 325 Introduction to Latin-American/Latino Literature 3 Credits

A study of the development of Latin-American and Latino literature from its origins to the present through the reading, analysis and discussion of representative works by major authors. This course increases the understanding of how social, historical, and political events, together with native as well as foreign literary movements, create a unique literature, conveying the Hispanic-American reality. Required for majors.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 412 Hispanic Theater and Film 3 Credits

This course explores through theater and cinema the compelling issues that have shaped Hispanic cultures and consciousness throughout the centuries. Sample topics include war and remembrance; myth and history; freedom and authority; immigration; globalization; and race, class, and gender. The course may focus on specific authors or historical periods. Representative playwrights include Lope de Vega, Zayas, Zorrilla, Avellaneda, Lorca, Buero Vallejo, Sastre, Solorzano, Carballido, Lopez Mozo, and Pedrero. Directors include Buñuel, Saura, Gutiérrez Alea, Almodovar, Rocha, Salles, Erice, Zambrano, and Bollain.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 413 The Hispanic Short Story: Transatlantic Connections 3 Credits

This course will introduce students to the most representative writers of the short story in Spain and Latin America from Romanticism to the present. Students will be prepared to perform close readings of the literary genre under study, to analyze the form and content of the texts read, paying due attention to all internal and external aspects that impact the narrative process and the evolution of the short story. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 420 From Colonies to Nations 3 Credits

This course consists of a panoramic survey of Colonial Latin American literature in light of the unique social, cultural and political history from the pre-Columbian to the Independence period (1825).

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Note: This course is cross-listed as LAC 420. Students may not get credit for both SPA 420 and LAC 420.

SPA 426 Latin American/Latino Film and Fiction 3 Credits

A study of the main trends in contemporary Hispanic fiction written in Latin America and the United States. Analysis and discussion of selected novels and short stories, and their cinematic representation on film. Required for majors. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 496 Special Studies 3 Credits

A seminar open to a variety of topics treating a particular author, period, genre, or theme.

Prerequisite(s): permission of instructor.

Liberal Studies: Marine Ecological Emphasis

Program Overview

The Liberal Studies: Marine Ecological Emphasis major is designed specifically as a second major for students in the College of Education and Human Services (p. 201) interested in teaching science in elementary schools. The program is tailored to meet the interdisciplinary science objectives of elementary education majors and to facilitate the timely completion of their dual requirements in the College of Education and Human Services and the College of Liberal Arts and Sciences. This major is not designed to prepare students for further study in science disciplines at the graduate or professional level, or to teach science at the middle school or high school level. Students who may wish to teach science at the high school level should discuss the additional certification requirements needed with their College of Education and Human Services academic advisor.

Curriculum Overview

The curriculum for this major focuses on the interdisciplinary nature of the marine sciences by offering classes that give students a strong basis of science preparatory material while also offering a unique, interdisciplinary, hands on approach to learning. Students take introductory courses in foundational classes in chemistry, physics, biology, geosciences and the marine sciences, followed by more in-depth course work focused on marine science.

Honors Program in Liberal Studies: Marine Ecological Emphasis

Graduation with honors in Liberal Studies: Marine Ecological Emphasis is awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the Honors Program is by invitation of the faculty of the Department of Geological, Environmental, and Marine Sciences (GEMS). Eligibility requirements include a minimum GPA of 3.5 in courses required for the major and the satisfactory completion of a three- or four-credit independent research and study course. In addition, an honors candidate must maintain an overall minimum GPA of 3.0.

Degree Offered

- B.A. in Liberal Studies: Marine Ecological Emphasis

Contact

Kathleen M. Browne, Ph.D.

GEMS Chairperson

609-896-5408

Science and Technology Center 324C

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Program Website: GEMS (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences/liberal-studies-marine-ecological-emphasis-major-requirements>)

Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Related Programs

- Earth and Environmental Sciences (p. 352)
- Environmental Sciences (p. 372)

- Environmental Studies (p. 380)
- Geosciences (p. 412)
- Integrated Sciences and Math (p. 452)
- Marine Sciences (p. 477)
- Education (p. 201)

Liberal Studies: Marine Ecological Major Requirements

(47-48 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Geological, Environmental, and Marine Sciences		
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MAR 210	Marine Life Through Time	4
MAR 380	The Learning and Teaching of Marine Science (also cross listed as MAR-5800)	4
MAR 401	Marine Ecology	4
Biology		
BIO 115 or BIO 116	Principles of Biology I Principles of Biology II	4
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
Physics		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
Electives		
Select two of the following:		7-8
BIO 372	Behavior of Marine Organisms: Evolutionary Approach	
GEO 306	Sedimentology and Stratigraphy	
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
or MAR 228	Introduction to Field Marine Science: Boreal Environments	
or MAR 229	Introduction to Field Marine Science: Tropical Environments	
MAR 325	Marine Vertebrates	
MAR 330	Chemical Oceanography	
MAR 360	Plankton Ecology	
MAR 410	Physical Oceanography	
Total Credits		47-48

Note:

1. Majors will also take MTH 105 or MTH 210 to fulfill their math core requirement.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
Social Perspectives		3
Foreign Language		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		16
Year 2		
Fall Semester		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
HIS 150	World History to 1500	3
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Foreign Language		3
Semester Credit Hours		14
Spring Semester		
One Major Elective ³		3-4
HIS 151	World History Since 1500	3
Social Perspectives		3
Philosophical Perspectives		3
Aesthetic Perspectives: Literature		3
Semester Credit Hours		15-16
Year 3		
Fall Semester		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
Two Elective Courses ²		6
Semester Credit Hours		14

Spring Semester

One Major Elective ³	3-4
Four Elective Courses ²	12
Semester Credit Hours	15-16

Summer Semester

MAR 380	The Learning and Teaching of Marine Science	4
Semester Credit Hours		4

Year 4**Fall Semester**

MAR 210	Marine Life through Time	4
One Major Elective, if needed, or One Elective Course ³		3-4
Three Elective Courses ²		9
Semester Credit Hours		16-17

Spring Semester

MAR 401	Marine Ecology	4
Four Elective Courses ²		12
Semester Credit Hours		16
Total Credit Hours for Graduation		125-128

Note: Natural and Physical Science core requirements are included in the major.

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ List of Major Electives (two required) include BIO 372, GEO 306, MAR 227, MAR 325, MAR 330, MAR 360, and MAR 410.

Courses and Descriptions

MAR 120 Oceanography 3 Credits

In this course, students will investigate the geological, chemical, physical, and biological processes that shape the ocean. Emphasis will be placed on how these processes interact with each other and with human populations. These interactions influence important global phenomena that impact all our lives, including weather and climate, the distribution of marine organisms and other natural resources, and coastal processes. Understanding these phenomena will enable students to make more informed decisions and contribute to serious global marine issues. Students will learn through lectures, readings, practical experiences with real data, and hands-on exercises designed to foster a deeper understanding of the scientific process. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 120. Students may not get credit for both MAR 120 and GLS 120.

MAR 121 Introductory Oceanography Lab 1 Credits

This lab course introduces students to the fundamental aspects of geological, chemical, physical and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): MAR 120 or GLS 120 or as prerequisite(s).

MAR 210 Marine Life through Time 4 Credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 210L Marine Life through Time Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): MAR 210.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 227 Introduction to Field Marine Science: Subtropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in subtropical environments, emphasizing shallow subtidal and intertidal environments such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include the diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a subtropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 228 Introduction to Field Marine Science: Boreal Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in boreal environments, emphasizing the rocky shallow subtidal and intertidal environments. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; day-night fluctuations in tide pool chemistry; plankton dynamics; predator-prey relationships; the physical processes and chemical properties of water; and comparisons of wave-exposed and wave-protected sides of a shoreline. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a boreal environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 229 Introduction to Field Marine Science: Tropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in tropical environments, emphasizing the shallow subtidal and intertidal environments, such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a tropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 290 Directed Research and Study in Marine Sciences 1-4 Credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the marine sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in a weekly meetings with the instructor, and communicating the findings by writing a final project report.

MAR 325 Marine Vertebrates 4 Credits

A survey of the biology of marine vertebrate animals, including fish (jawless fish, sharks, rays, and bony fish), reptiles (sea turtles and sea snakes), sea birds, and mammals (manatees, seals, and whales). The evolution, physiology, natural history, ecological relationships, and human interactions of these groups are emphasized. Three hours of lecture and one three-hour lab per week. Field trips may be required. Prerequisite(s): BIO 272 and BIO 272L.

Corequisite(s): MAR 325L.

MAR 325L Marine Vertebrates Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 325.

MAR 330 Chemical Oceanography 4 Credits

Introduction to the chemical aspects of the oceans and their influence on marine ecosystems and Earth processes. Emphasis is placed on chemical and physical properties of seawater, atmosphere-ocean interactions, biogeochemical cycles with marine components, production and destruction of marine organic matter, chemical ecology, and marine pollution. During the lab portion of this course, students gain hands-on experience in analyzing ocean water samples, experimental design, and interpreting marine chemical data. Three hours of lecture and one three-hour lab per week. Weekend field trips and independent projects may be required. Prerequisite(s): CHE 120, CHE 121, MAR 120, and MAR 121; or permission of instructor.

Corequisite(s): MAR 330L.

MAR 330L Chemical Oceanography Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 330.

MAR 340 Marine Processes and Environments: Seminar 3 Credits

This course is designed as a seminar course. Therefore, students will learn to lead class discussions, to analyze and critique peer-reviewed journal articles, and to enhance their presentation skills. Students will interpret graphical, spatial, and numerical data to support their positions. Content will emphasize the interactions among marine processes, biological features, and geologic landforms.

Prerequisite(s): MAR 120 or GEO 100; GEO 306.

MAR 360 Plankton Ecology 4 Credits

Examines the diversity, physiology, and ecology of marine phytoplankton and zooplankton. Students will survey the dominant plankton groups, their distribution, nutritional requirements, growth kinetics, and behavior. Planktonic predator/prey interactions and food web dynamics will be discussed. Students will also examine the interdisciplinary nature and role of plankton in biogeochemical cycles. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite(s): MAR 120 and MAR 121; or BIO 116.

Corequisite(s): MAR 360L.

MAR 360L Plankton Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 360.

MAR 380 The Learning and Teaching of Marine Science 4 Credits

This field-based course provides a practical experience in integrating marine science with pedagogical concepts. Students will use scientific methodology to explain marine ecosystems through specially designed, inquiry-based exercises. During these activities, students will address the process of applying college-level content to their own classroom settings, considering national and state standards. Hands-on, field-based exercises will provide experience with a diversity of marine habitats and the biological, geological, hydrological, and physical processes that influence them. Visited habitats can include rocky intertidal, salt marsh, tidal flat, beach and channel sand bars. As a result, students will develop field and laboratory skills in marine science and use them in designing materials for their own classroom use.

MAR 401 Marine Ecology 4 Credits

The purpose of this course is to introduce students to fundamental principles in ecology, as it relates to marine systems. Topics include the marine environment and its influence on the organisms living there; biodiversity and speciation; factors regulating population dynamics in marine systems; larval and fisheries ecology; species interactions such as predation, competition, and symbiosis; factors regulating productivity and energy flow in marine systems; and marine conservation. Hands-on laboratory exercises will provide students with the opportunity to design and conduct experiments related to marine ecology, and to collect, analyze, and interpret data from those experiments. Ecosystem modeling will also be introduced. Three hours of lecture and one three-hour lab per week. Weekend field trips may be introduced. Prerequisite(s): BIO 272, BIO 272L.

Corequisite(s): MAR 401L.

MAR 401L Marine Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 401.

MAR 410 Physical Oceanography 3 Credits

Introduction to the physical aspects and processes of the oceans and their influence on marine ecosystems and Earth processes. Topics include distribution of salinity and water temperature and their effect on water movement, the oceanic heat budget, atmospheric and oceanic interactions, ocean currents including surface and deep water circulation, waves, tides, and medium- to small-scale circulation features. Throughout the course, emphasis is placed on how these physical processes affect the biology and chemistry of the ocean. Three hours of lecture per week. Weekend field trips may be required.

Prerequisite(s): MAR 120.

MAR 480 Senior Thesis 3 Credits

A senior thesis is optional for marine sciences majors. However, a senior thesis is required for eligibility to graduate with honors in marine sciences. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study or other approved venue. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the marine sciences major and permission of department chair.

MAR 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

MAR 491 Internship in Marine Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

MAR 580 Independent Marine Science Field Study 4 Credits

This field-based course provides a practical experience in integrating marine science with pedagogical concepts. Students will use scientific methodology to explain marine ecosystems through specially designed, inquiry-based exercises. During these activities, students will address the process of applying college-level content to their own classroom settings, considering national and state standards. Hands-on, field-based exercises will provide experience with a diversity of marine habitats and the biological, geological, hydrological, and physical processes that influence them. Visited habitats can include rocky intertidal, salt marsh, tidal flat, beach and channel sand bars. As a result, students will develop field and laboratory skills in marine science and use them in designing materials for their own classroom use.

Marine Sciences

Program Overview

The Marine Sciences major prepares students for meaningful and productive post-baccalaureate employment and/or admission to high-quality graduate programs. Although administered by the Department of Geological, Environmental, and Marine Sciences (GEMS), the Marine Sciences major is truly interdisciplinary in nature, both in its curriculum and faculty. The program investigates and emphasizes the multiple feedback interactions among unicellular and vertebrate marine organisms, the physiochemistry of the water in which they live, and the

substrates in or on which they dwell. Often, students who major in the Marine Sciences also double major or minor in the following programs: Biology, Chemistry, Earth and Environmental Sciences, Environmental Sciences, Geosciences, and Psychology (for marine mammal training).

Curriculum Overview

A number of different Marine Sciences field courses are offered by GEMS and are taught during the spring/summer at various field stations, including the Bermuda Institute of Ocean Sciences (BIOS), Bermuda; the Newfound Harbor Marine Institute, Big Pine Key, Florida; and, in most years, the Roatan Institute of Marine Sciences (RIMS), Roatan, Honduras. Rider University also is a member of the New Jersey Marine Sciences Consortium.

These field courses focus on the biological, physiochemical, and sedimentological aspects of various habitats, which can include mangrove, rocky intertidal, sponge, coral reef, kelp bed, and soft coral communities, depending upon location. Course emphasis is on team exercises in each habitat, team mapping projects, and individual experimental projects. Most habitats are located in shallow water accessible by wading or snorkeling. SCUBA certification is not required or needed for these courses.

Honors Program in Marine Sciences

Honors in Marine Sciences are awarded in recognition of majors who have demonstrated outstanding academic ability. Enrollment in the Honors Program is by invitation of the department faculty. Eligibility requirements include maintenance of at least a minimum GPA of 3.5 in courses required for the major and satisfactory completion of an independent research and study project or a senior thesis. In addition, an honors candidate must maintain an overall GPA of 3.0.

Degree Offered

- B.S. in Marine Sciences

Contact

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GEMS Chairperson

Science and Technology Center 324C

609-896-5408

browne@rider.edu

Program Website: Marine Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences/marine-sciences-major-requirements>) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Associated Department: Department of Geological, Environmental, and Marine Sciences (GEMS) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)

Related Programs

- Earth and Environmental Sciences
- Environmental Sciences (p. 372)
- Environmental Studies (p. 380)
- Geosciences (p. 412)
- Integrated Sciences and Math (p. 452)

- Liberal Studies: Marine Ecological Emphasis (p. 473)

Marine Sciences Major Requirements

(65-66 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Geological, Environmental, and Marine Sciences		
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
GEO 306	Sedimentology and Stratigraphy	4
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
MAR 330	Chemical Oceanography	4
MAR 340	Marine Processes and Environments: Seminar	3
MAR 401	Marine Ecology	4
MAR 410	Physical Oceanography	3
Field Experience		
Select one of the following:		4
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
Biology		
BIO 115 or BIO 116	Principles of Biology I Principles of Biology II	4
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Chemistry		
CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Physics		
PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
PHY 101	Principles of Physics II	3
PHY 101L	Principles of Physics II Lab	1
Electives		
Select two of the following:		7-8
BIO 372	Behavior of Marine Organisms: Evolutionary Approach	
ENV 205	Introduction to Geographic Information Systems	
MAR 210	Marine Life Through Time	
MAR 325	Marine Vertebrates	
MAR 360	Plankton Ecology	
Total Credits		65-66

Note:

- Majors will also take either MTH 105 or MTH 210 to fulfill their math core requirement.

Marine Sciences Minor Requirements

(23-24 credits)

Marine Sciences majors may not select this minor.

Code	Title	Credits
BIO 115	Principles of Biology I	4
or BIO 116	Principles of Biology II	
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
Select one of the following:		4
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
MAR 380	The Learning and Teaching of Marine Science (also cross listed as MAR-5800)	
Electives		
Select one of the following:		3-4
GEO 306	Sedimentology and Stratigraphy	
MAR 325	Marine Vertebrates	
MAR 330	Chemical Oceanography	
MAR 360	Plankton Ecology	
MAR 410	Physical Oceanography	
Total Credits		23-24

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MAR 120	Oceanography	3
MAR 121	Introductory Oceanography Lab	1
BIO 115	Principles of Biology I	4
BIO 115L	Principles of Biology I Lab	0
MTH 105	Algebra and Trigonometry ¹	4
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
GEO 100	Earth Systems Science	3
GEO 102	Earth Materials and Processes Lab	1
Social Perspectives		3
Foreign Language		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		16

Year 2

Fall Semester

CHE 120	Principles of Chemistry	3
CHE 121	Principles of Chemistry Lab	1
ENV 200	Statistical and Computer Applications in the Natural Sciences	4
BIO 272	Intro to Marine Biology	3
BIO 272L	Marine Biology Laboratory	1
Foreign Language		3
Semester Credit Hours		15

Spring Semester

CHE 122	Intro to Chemical Systems	3
CHE 123	Quantitative Methods Lab	1
Social Perspectives		3
Philosophical Perspectives		
Aesthetic Perspectives: Literature		3
Elective Course ²		3
Semester Credit Hours		13

Year 3

Fall Semester

PHY 100	Principles of Physics I	3
PHY 100L	Principles of Physics I Lab	1
GEO 306	Sedimentology and Stratigraphy	4
HIS 150	World History to 1500	3
Elective Course ²		3
Semester Credit Hours		14

Spring Semester

PHY 101	Principles of Physics II	3
PHY 101L	Principles of Physics II Lab	1
MAR 330	Chemical Oceanography	4
HIS 151	World History Since 1500	3
Elective Course ²		3
Semester Credit Hours		14

Summer Semester

MAR 229	Introduction to Field Marine Science: Tropical Environments	4
Semester Credit Hours		4

Year 4

Fall Semester

MAR 340	Marine Processes and Environments: Seminar	3
MAR 410	Physical Oceanography	3
Three Elective Courses ²		9
Semester Credit Hours		15

Spring Semester

MAR 401	Marine Ecology	4
Four Elective Courses ²		12
Semester Credit Hours		16
Total Credit Hours for Graduation		122

Note: Natural and Physical Science core requirements are included in the major.

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

MAR 120 Oceanography 3 Credits

In this course, students will investigate the geological, chemical, physical, and biological processes that shape the ocean. Emphasis will be placed on how these processes interact with each other and with human populations. These interactions influence important global phenomena that impact all our lives, including weather and climate, the distribution of marine organisms and other natural resources, and coastal processes. Understanding these phenomena will enable students to make more informed decisions and contribute to serious global marine issues. Students will learn through lectures, readings, practical experiences with real data, and hands-on exercises designed to foster a deeper understanding of the scientific process. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 120. Students may not get credit for both MAR 120 and GLS 120.

MAR 121 Introductory Oceanography Lab 1 Credits

This lab course introduces students to the fundamental aspects of geological, chemical, physical and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): MAR 120 or GLS 120 or as prerequisite(s).

MAR 210 Marine Life through Time 4 Credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 210L Marine Life through Time Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): MAR 210.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 227 Introduction to Field Marine Science: Subtropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in subtropical environments, emphasizing shallow subtidal and intertidal environments such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include the diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a subtropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 228 Introduction to Field Marine Science: Boreal Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in boreal environments, emphasizing the rocky shallow subtidal and intertidal environments. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; day-night fluctuations in tide pool chemistry; plankton dynamics; predator-prey relationships; the physical processes and chemical properties of water; and comparisons of wave-exposed and wave-protected sides of a shoreline. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a boreal environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 229 Introduction to Field Marine Science: Tropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in tropical environments, emphasizing the shallow subtidal and intertidal environments, such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a tropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 290 Directed Research and Study in Marine Sciences 1-4 Credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the marine sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in a weekly meetings with the instructor, and communicating the findings by writing a final project report.

MAR 325 Marine Vertebrates 4 Credits

A survey of the biology of marine vertebrate animals, including fish (jawless fish, sharks, rays, and bony fish), reptiles (sea turtles and sea snakes), sea birds, and mammals (manatees, seals, and whales). The evolution, physiology, natural history, ecological relationships, and human interactions of these groups are emphasized. Three hours of lecture and one three-hour lab per week. Field trips may be required. **Prerequisite(s):** BIO 272 and BIO 272L.

Corequisite(s): MAR 325L.

MAR 325L Marine Vertebrates Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 325.

MAR 330 Chemical Oceanography 4 Credits

Introduction to the chemical aspects of the oceans and their influence on marine ecosystems and Earth processes. Emphasis is placed on chemical and physical properties of seawater, atmosphere-ocean interactions, biogeochemical cycles with marine components, production and destruction of marine organic matter, chemical ecology, and marine pollution. During the lab portion of this course, students gain hands-on experience in analyzing ocean water samples, experimental design, and interpreting marine chemical data. Three hours of lecture and one three-hour lab per week. Weekend field trips and independent projects may be required. **Prerequisite(s):** CHE 120, CHE 121, MAR 120, and MAR 121; or permission of instructor.

Corequisite(s): MAR 330L.

MAR 330L Chemical Oceanography Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 330.

MAR 340 Marine Processes and Environments: Seminar 3 Credits

This course is designed as a seminar course. Therefore, students will learn to lead class discussions, to analyze and critique peer-reviewed journal articles, and to enhance their presentation skills. Students will interpret graphical, spatial, and numerical data to support their positions. Content will emphasize the interactions among marine processes, biological features, and geologic landforms.

Prerequisite(s): MAR 120 or GEO 100; GEO 306.

MAR 360 Plankton Ecology 4 Credits

Examines the diversity, physiology, and ecology of marine phytoplankton and zooplankton. Students will survey the dominant plankton groups, their distribution, nutritional requirements, growth kinetics, and behavior. Planktonic predator/prey interactions and food web dynamics will be discussed. Students will also examine the interdisciplinary nature and role of plankton in biogeochemical cycles. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. **Prerequisite(s):** MAR 120 and MAR 121; or BIO 116.

Corequisite(s): MAR 360L.

MAR 360L Plankton Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 360.

MAR 401 Marine Ecology 4 Credits

The purpose of this course is to introduce students to fundamental principles in ecology, as it relates to marine systems. Topics include the marine environment and its influence on the organisms living there; biodiversity and speciation; factors regulating population dynamics in marine systems; larval and fisheries ecology; species interactions such as predation, competition, and symbiosis; factors regulating productivity and energy flow in marine systems; and marine conservation. Hands-on laboratory exercises will provide students with the opportunity to design and conduct experiments related to marine ecology, and to collect, analyze, and interpret data from those experiments. Ecosystem modeling will also be introduced. Three hours of lecture and one three-hour lab per week. Weekend field trips may be introduced. **Prerequisite(s):** BIO 272, BIO 272L.

Corequisite(s): MAR 401L.

MAR 401L Marine Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 401.

MAR 410 Physical Oceanography 3 Credits

Introduction to the physical aspects and processes of the oceans and their influence on marine ecosystems and Earth processes. Topics include distribution of salinity and water temperature and their effect on water movement, the oceanic heat budget, atmospheric and oceanic interactions, ocean currents including surface and deep water circulation, waves, tides, and medium- to small-scale circulation features. Throughout the course, emphasis is placed on how these physical processes affect the biology and chemistry of the ocean. Three hours of lecture per week. Weekend field trips may be required.

Prerequisite(s): MAR 120.

MAR 480 Senior Thesis 3 Credits

A senior thesis is optional for marine sciences majors. However, a senior thesis is required for eligibility to graduate with honors in marine sciences. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study or other approved venue. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the marine sciences major and permission of department chair.

MAR 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

MAR 491 Internship in Marine Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

MAR 580 Independent Marine Science Field Study 4 Credits

This field-based course provides a practical experience in integrating marine science with pedagogical concepts. Students will use scientific methodology to explain marine ecosystems through specially designed, inquiry-based exercises. During these activities, students will address the process of applying college-level content to their own classroom settings, considering national and state standards. Hands-on, field-based exercises will provide experience with a diversity of marine habitats and the biological, geological, hydrological, and physical processes that influence them. Visited habitats can include rocky intertidal, salt marsh, tidal flat, beach and channel sand bars. As a result, students will develop field and laboratory skills in marine science and use them in designing materials for their own classroom use.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

BIO 272 Intro to Marine Biology 3 Credits

Introduces students to the study of marine environments, emphasizing the diversity, ecology, and physiology of marine animals, algae, and plants. Aspects of the human impact on marine environments are also discussed. Prerequisite(s): BIO 115 or BIO 116 or BNS 118 and grade of "C" or better.

Corequisite(s): BIO 272L.

BIO 272L Marine Biology Laboratory 1 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 272.

BIO 372 Behavior of Marine Organisms: Evolutionary Approach 4 Credits

An examination of the underlying mechanisms and evolutionary causes of behavior, including habitat use, feeding, and mate choice, particularly in marine organisms. The laboratory will involve collecting, analyzing and interpreting field data and performing experiments in the lab using a variety of marine organisms including fish and crabs. Three hours of lecture and one three-hour lab per week. Some full-day field trips (usually on a weekend) are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 372L.

BIO 372L Behavior of Marine Organisms: Evolutionary Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 372.

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 306 Sedimentology and Stratigraphy 4 Credits

The principles of weathering, erosion, transportation, and deposition of sediment are the focus of this course. Sediment characteristics are examined to identify the processes involved in transporting grains and the specific environment in which the grains were deposited. Students will learn how to collect, analyze, and interpret sedimentary data and how to interpret surface and subsurface stratigraphic data using various techniques, such as lithostratigraphic, biostratigraphic, and geophysical, correlations. Field trips will expose students to different sedimentary environments and provide opportunities for students to learn how to conduct fieldwork. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. **Prerequisite(s):** GEO 100.

Corequisite(s): GEO 306L.

GEO 306L Sedimentology and Stratigraphy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 306.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. **Prerequisite(s):** High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. **Prerequisite(s):** CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. **Prerequisite(s):** CHE 121.

Corequisite(s): CHE 122.

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. **Prerequisite(s):** MTH 105, MTH 210, MTH 211 or MTH 212.

Corequisite(s): PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week.

Corequisite(s): PHY 100.

PHY 101 Principles of Physics II 3 Credits

Continuation of Physics 100. Electrostatics, electricity, and magnetism; DC and AC circuits, physical and geometrical optics, introduction to elementary particle and quantum physics. Three hours of lecture per week. Prerequisite(s): PHY 100.

Corequisite(s): PHY 101L.

PHY 101L Principles of Physics II Lab 1 Credits

For students concurrently taking Physics 101. One three-hour lab per week.

Corequisite(s): PHY 101.

Mathematics

Program Overview

Students majoring in mathematics at Rider are met with rigorous and insightful instruction. Courses progress from foundational topics to advanced theories and techniques. Faculty members are active in research and will invite, stimulate and support students' curiosity and understanding.

Graduates of Rider's mathematics program go on to careers in such fields as education, scientific and medical research, engineering, computer science, architecture, pharmaceutical research, actuarial science, and urban planning and development.

Curriculum Overview

Requirements for the math major total 50 semester hours and include calculus I, II and III, linear algebra, differential equations, advanced calculus, modern geometry, probability and statistical analysis I, modern algebra, complex analysis and mathematics electives. Also required are general physics I and II.

Honors Program in Mathematics

Superior students majoring in mathematics may participate in a program leading to graduation with honors in mathematics. A candidate must submit a written application by March 1 of the junior year to the departmental honors committee. Admission to the program will be based on a 3.25 cumulative average in mathematics courses taken in the first five semesters and sponsorship by a member of the departmental faculty. During the senior year, the student will be enrolled in MTH 490 Independent Study: Research and Creative Expression. Honors in mathematics is based on earning a 3.4 average in seven mathematics courses at the 300 and 400 levels (excluding MTH 490) and an acceptable senior thesis. Further information on the program can be obtained from the department.

Degrees Offered

- B.A. in Mathematics

Contact

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Program Website: M (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/mathematics>)athematics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/mathematics>)

[schools/college-liberal-arts-education-science/science-programs/mathematics](http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/mathematics))

Associated Department/College: Department of Mathematics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/mathematics>)

Related Programs

- Biochemistry (p. 312)
- Biology (p. 315)
- Chemistry (p. 322)
- Computer Science (p. 341)
- Education (p. 201)
- Geosciences (p. 412)
- Integrated Science and Math (p. 452)
- Philosophy (p. 494)
- Physics (p. 499)

Requirements for the Major

(50 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Major Requirements:		
MTH 210 & MTH 211 & MTH 212	Calculus I and Calculus II and Calculus III	12
MTH 240	Linear Algebra	3
MTH 250	Differential Equations	3
MTH 308	Advanced Calculus	3
MTH 315	Modern Geometry	3
MTH 340	Probability & Stat Analysis I	3
MTH 401	Modern Algebra	3
MTH 410	Complex Analysis	3
Three 400-level mathematics electives (excluding MTH 490) or one 300-level and two 400-level mathematics electives (excluding MTH 490)		9
Physics		
PHY 200	General Physics I	4
PHY 201	General Physics II	4
Total Credits		50

Note:

1. Mathematics majors must attain a "B" average in Calculus I and II in order to take advanced mathematics courses.

Requirements for the Minor

(24 credits)

Code	Title	Credits
MTH 210	Calculus I	4
MTH 211	Calculus II	4
MTH 212	Calculus III	4
Select four (4) mathematics courses above the MTH 212 level		12-13
MTH 230	Discrete Mathematics	

MTH 240	Linear Algebra
MTH 212	Calculus III
MTH 211	Calculus II
MTH 250	Differential Equations
MTH 308	Advanced Calculus
MTH 315	Modern Geometry
MTH 340	Probability & Stat Analysis I
MTH 341	Probability & Statistical Analysis II
MTH 401	Modern Algebra
MTH 402	Topics in Advanced Mathematics
MTH 410	Complex Analysis
MTH 420	Number Theory
MTH 430	Introduction to Topology
MTH 440	Real Analysis
MTH 490	Independent Study: Research and Creative Expression

Total Credits 24-25

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 210	Calculus I	4
HIS 150	World History to 1500	3
Social Perspectives (1 of 2)		3
Foreign Language		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		16
Spring Semester		
CMP 125	Research Writing	3
MTH 211	Calculus II	4
HIS 151	World History Since 1500	3
Foreign Language		3
Semester Credit Hours		13
Year 2		
Fall Semester		
MTH 212	Calculus III	4
MTH 240	Linear Algebra	3
PHY 200 & 200L	General Physics I and General Physics I Lab	4
Social Perspectives (2 of 2)		3
Aesthetic Perspectives: Fine Arts		3
Semester Credit Hours		17
Spring Semester		
MTH 250	Differential Equations	3
MTH 315	Modern Geometry	3

PHY 201 & 201L	General Physics II and General Physics II Lab	4
Aesthetic Perspectives: Literature		3
Elective Course Credits ²		3
Semester Credit Hours		16

Year 3

Fall Semester

MTH 308	Advanced Calculus	3
MTH 340	Probability & Statistical Analysis I	3
Philosophical Perspectives		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Spring Semester

MTH 410	Complex Analysis	3
Math Elective		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Year 4

Fall Semester

MTH 401	Modern Algebra	3
Math Elective		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Spring Semester

Math Elective		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Total Credit Hours for Graduation 122

¹ For course placement information please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

MTH 100 Intermediate Algebra 1 Credits

Intermediate Algebra prepares science and mathematics majors for future Mathematics courses by mastering arithmetic and algebraic concepts necessary for college level mathematics courses. The course will begin with a review of the real numbers. This will be followed with an examination of the relationships among: fractions, repeating decimals, irrational numbers and nonrepeating decimals. The course will continue with a critical review of basic algebraic concepts, including laws of exponents as well as solving equations and inequalities and graphing. Exploring a deeper concentration on polynomials, rational expressions and equations will also be covered. Time permitting, the course may also include radical equations and systems of linear equations. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): Entering science & math majors with SAT math score below 650 and Math Placement Test score.

MTH 100S Math Skills Lab 1 Credits

The Math Skills Lab helps science majors master arithmetic and elementary algebra necessary for college level mathematics courses. Entering science majors with SAT math scores below 570 must take this course before MTH 105. Students are required to attend regular class sessions. Students have access to tutors, computer-assisted instruction, and structured workshops. The one supplemental education unit does not count toward graduation; grading is done on a Y/Z (pass/not pass) basis.

MTH 102 Finite Mathematics 3 Credits

The course begins with consolidation of some basic topics including sets, number theory, real numbers, functions, and graphs. Statistics and probability theory are introduced with applications to the social and natural sciences. Throughout the course there will be an emphasis on formulating and solving familiar sorts of problems in mathematical terms.

MTH 105 Algebra and Trigonometry 4 Credits

Algebraic functions, trigonometric functions, identities and conditional equations, inequalities, exponential and logarithmic functions.

Prerequisite(s): Entering science & math majors with SAT math score below 650 and Math Placement Test score; or successful completion of MTH100.

MTH 120 Introduction to Applied Statistics 3 Credits

Collection and presentation of data. Measures of location and variation, sampling theory, hypothesis testing, confidence intervals, t-tests, chi-square tests, regression, and correlation. Emphasizes practical applications. Not open to business administration, chemistry, environmental, geosciences, marine sciences, math or liberal studies: marine ecological or environmental emphasis majors.

Prerequisite(s): MTH 102 or MTH 105.

MTH 150 Mathematics for Education Majors I 3 Credits

This is the first course in a three-course sequence for education majors. This course covers the concept of Numbers, starting with counting numbers, decimals, negative numbers, fractions, and real numbers; different ways of representing numbers, and the relations between them are explored; different meanings and applications of the arithmetic operations are studied; standard and non-standard algorithms for arithmetic are considered in light of the representation of numbers. May not be used by CLAS students to satisfy the mathematics component of the core.

MTH 151 Mathematics for Education Majors II 3 Credits

This is the second course in a three-course sequence for elementary education majors. In this course, students will study proportional reasoning, Number Theory, Algebra, Geometry, and measurement. May not be used by SLAS students to satisfy the mathematics component of the core.

Prerequisite(s): MTH 150.

MTH 152 Mathematics for Education Majors III 3 Credits

This is the third course in a three-course sequence for elementary education majors. In this course, students will study area and volume, transformational geometry, statistics and probability.

Prerequisite(s): MTH 151.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

MTH 211 Calculus II 4 Credits

The definite integral, differentiation of transcendental functions, methods of integration and approximate integration, determination of area, volume, and surface area.

Prerequisite(s): MTH 210.

MTH 212 Calculus III 4 Credits

Infinite series; functions of two and three variables, vectors and tangent planes, partial derivatives, multiple integrals, determination of volume and density.

Prerequisite(s): MTH 211.

MTH 230 Discrete Mathematics 4 Credits

An introduction to topics in Discrete Mathematics. This course covers methods of proof, induction and recursion, and other topics in discrete mathematics. Topics may include graph theory, trees, and symmetry groups.

Prerequisite(s): MTH 102, MTH 105 or MTH 210.

MTH 240 Linear Algebra 3 Credits

Systems of linear equations; vector spaces; linear independence; determinants; orthogonality; linear maps; eigenvectors.

Prerequisite(s): MTH 210 or as corequisite; sophomore standing; or permission of instructor.

MTH 250 Differential Equations 3 Credits

First order differential equations, separable and exact; integrating factors; second order linear differential equations; series solutions of second order linear differential equations; higher order equations; existence and uniqueness theorems; systems of linear differential equations.

Prerequisite(s): MTH 240, MTH 211.

Corequisite(s): MTH 212 or as prerequisite.

MTH 308 Advanced Calculus 3 Credits

Vectors, gradients, and directional derivatives, Lagrange multipliers, Taylor's theorem, multiple integrals, change of variables, line and surface integrals, Stokes' theorem.

Prerequisite(s): "B" average in MTH 210 and MTH 211; MTH 212, MTH 240.

MTH 315 Modern Geometry 3 Credits

Covers geometry from a modern point of view, with emphasis on non-Euclidean geometry, particularly projective geometry.

Prerequisite(s): MTH 211, MTH 240.

MTH 340 Probability & Statistical Analysis I 3 Credits

Theory of sets and probability; discrete and continuous random variables and probability distributions. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite(s): MTH 212 or MSD 111.

MTH 341 Probability & Statistical Analysis II 3 Credits

Continuation of MTH 340. Foundations of mathematical statistics: normal distributions, estimation, confidence intervals and hypothesis testing; topics chosen from student's t- test, chi-square tests, analysis of variance and regression analysis. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite: MTH 340. Spring.

MTH 401 Modern Algebra 3 Credits

Provides an introduction to modern abstract algebra. It emphasizes the axiomatic method to analyze the major algebraic systems. The instructor will choose the topics to be studied from among the following algebraic structures: integral domains, fields, complete ordered fields, groups, polynomials, rings, ideals and modules.

Prerequisite(s): MTH 240.

MTH 402 Topics in Advanced Mathematics 3 Credits

Chosen from advanced pure or applied mathematics. Topics vary, depending on instructor.

Prerequisite(s): MTH 308.

MTH 410 Complex Analysis 3 Credits

Analytic functions, conformal mapping, power series, Cauchy's theorem, calculus of residues.

Prerequisite(s): MTH 308.

MTH 420 Number Theory 3 Credits

Covers topics including divisibility theory, the prime numbers, the theories of congruences and of quadratic reciprocity, and Fermat's Last Theorem. Other topics may also include applications to cryptography, Pell's equations, continued fractions, and the theory of partitions.

Prerequisite(s): MTH 240 or permission of instructor.

MTH 430 Introduction to Topology 3 Credits

A comprehensive introduction to elementary topology. The concepts of topological spaces and metric spaces will be introduced. Connectedness, compactness and properties of subsets of the real numbers rooted in topology will also be considered. The quotient topology will be used to construct surfaces as identification spaces, and tools will be developed to distinguish one surface from another.

Prerequisite(s): MTH 212.

MTH 440 Real Analysis 3 Credits

Covers the theory of sets, the real number system and its properties, convergence of sequences and series of numbers and functions, and the theory of integration, including: measure theory, the Riemann integral, and introduction to the Lebesgue theory of integration.

Prerequisite(s): MTH 308 or as corequisite.

MTH 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in research and mathematical literature. If possible, the student will publish the results or present them at a scientific meeting.

Movement Science Minor

Program Overview

The Movement Science Minor is designed to foster a deeper knowledge and understanding of the fundamental aspects of human performance. Upon completion of the program, the student will be able to:

- Demonstrate knowledge of theoretical and practical scientific concepts of movement and movement science (i.e., anatomy, physiology, nutrition, biomechanics/kinesiology, and biopsychosocial and behavioral health.)
- Identify and explain disease which may result from and affect biological and behavioral health.
- Articulate a philosophy that demonstrates the role of movement in the development and maintenance of overall health and the prevention of disease.

Minor Offered

- Minor in Movement Science

Contact

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Assistant Professor

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Program Website: Biology, Behavioral Neuroscience, and Health Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)

Associated Department: Department of Biology, Behavioral Neuroscience, and Health Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)

Related Programs

- Behavioral Neuroscience (p. 308)
- Biochemistry (p. 312)
- Biology (p. 315)
- Chemistry (p. 322)
- Dance (p. 1028)
- Environmental Science (p. 372)
- Health Sciences (p. 440)
- Integrated Science and Math (p. 452)
- Marine Sciences (p. 477)
- Mathematics (p. 484)

Movement Science Minor Requirements

(21-22 credits)

Code	Title	Credits
Select one of the following:		
BIO 100	Life Science: Human Emphasis	3-4
or BIO 115/BIO Principles of Biology I 115L		
or BIO 116/BIO Principles of Biology II 116L		
or BNS 107	Life Science: Behavioral Neuroscience Emphasis	
BIO 221 & 221L	Human Anatomy & Physiology I and Human Anatomy & Physiology I Lab	4
BIO 222 & 222L	Human Anatomy & Physiology II and Human Anatomy & Phys II Lab	4
DAN 180	History of Movement Theory	3
HSC 100	Intro to Human Nutrition	3
HSC 302 & 302L	Kinesiology and Kinesiology Lab	4
Total Credits		21-22

Note:

1. Health Science majors who declare a Movement Science Minor may not count HSC 100 and HSC 302 / HSC 302L toward their major requirements.

Courses

BIO 100 Life Science 3 Credits

An introductory course for non-science majors in which students develop an understanding of the nature of science and are introduced to foundational topics in the biological life sciences and how they relate to human affairs. The course may emphasize human evolution, genetics, aging, disease, reproduction, bioethics or other topics in biology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

Credits BIO 221 Human Anatomy & Physiology I 4 Credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training.

Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisite(s): HSC major ONLY or Permission of instructor.

Corequisite(s): BIO 221L.

BIO 221L Human Anatomy & Physiology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 221.

BIO 222 Human Anatomy & Physiology II 4 Credits

A comprehensive survey of the organ systems of the body including special senses, cardiovascular, respiratory, digestive, excretory, reproduction and development. Physiological components include electrolytes, metabolism, nutrition, and the mechanisms of homeostasis and cell reception. Lab studies support lecture material through dissections, wet labs, computer-assisted learning, microscopy, and models. Assessment includes lab practicums, exams, and reports. Course emphasis supports allied health and pre-professional training. Designed for allied health students; does not satisfy requirements for the biology major. Prerequisite(s): BIO 221.

Corequisite(s): BIO 222L.

BIO 222L Human Anatomy & Phys II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Prerequisite(s): BIO 221L.

Corequisite(s): BIO 222.

BNS 107 Life Science: Brain and Behavior 3 Credits

An introduction to the biology of the human brain and the rest of the human nervous system. Topics in neuroscience are covered in molecular, cellular, and systematic terms. Additional material is presented on the origins and effects of neurological and psychiatric diseases. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

DAN 180 History of Movement Theory 3 Credits

Investigation of the mind-body connection, somatic experience, body therapies, movement and theories. The essential questions are: How is it that we move with awareness, fluidity, efficiency and precision?

HSC 100 Intro to Human Nutrition 3 Credits

This course is designed to offer the student understanding of fundamental human nutrition concepts including, but not limited to, digestion, absorption, metabolism, functions and sources of macronutrients and micronutrients. The theme of the course will align with human health and disease states and the important conceptions about the food industry and its relation to healthy dietetic choices.

HSC 302 Kinesiology 4 Credits

The purpose of this course is to explore human movement during performance of activities. This course will explore the relationship between anatomical structures and function in the production of movement. The application and relationships between the fundamental principles of mechanics and musculoskeletal system function will be addressed within the framework of clinical and research perspectives. Both qualitative and quantitative approaches will be applied towards a better understanding of human movement, the analysis of physical activity. Prerequisite(s): BIO 221 & MTH 105 (or equivalent) or POL. **Corequisite:** HSC 302L.

HSC 302L Kinesiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): HSC 302.

Multicultural Studies

Program Overview

In this minor, students learn how different cultures interact to shape individual identities and to structure U.S. society. Because organizations today need employees who can perform effectively in a diverse workplace, the minor can also enhance employment options.

For coursework, each student chooses a theme or thread within multicultural studies that suits his or her special interests. The minor also provides students with career-relevant knowledge and experience.

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

Minor Offered

- Minor in Multicultural Studies

Contact

Pearlie Peters, Ph.D.

Director, Multicultural Studies

Fine Arts 337

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Program Website: www.rider.edu/multiculturalstudies (<http://www.rider.edu/multiculturalstudies>)

Related Programs

- Criminal Justice (p. 344)
- Philosophy (p. 494)
- Political Science (p. 515)

Multicultural Studies Minor Requirements

(21 credits)

Code	Title	
Multicultural Studies		
MCS 110	Race, Class and Gender in Contemporary American Society	3
MCS 220	Issues in Multicultural Studies	3
Electives		

Select five courses from the following three groups, chosen in consultation with the director. 15

Multicultural Studies	
MCS 280	Directed Study in Multicultural
MCS 491	Internship in Multicultural Studies
Electives Emphasizing Multiculturalism Within the United States	
AMS 210	Growing Up American
AMS 212	Multicultural America
AMS 227	Philosophy of Martin Luther King Jr.
AMS 228	Studies in American Jewish Culture
COM 252	Intercultural Communication
ENG 228	Black American Lit
ENG 229	Multi-Ethnic Lit in America
HIS 201	African American History
HIS 307	The Immigrant in American Life
MGT 320	Managing Workforce Diversity
POL 235	Race/Ethnicity in American Politics
SOC 207	Racial and Ethnic Relations
SOC 272	Area Studies: Indians of N America
Electives Providing Background and Context	
HIS 281	Modern Middle East
HIS 283	Modern Latin America
HIS 284	Caribbean History
HIS 286	Modern East Asia
HIS 288	African History
HIS 341	China in Revolution
HIS 342	Women in East Asia
PHL 207	Asian Philosophy
POL 320	Politics of the Middle East
SOC 270	Area Studies: Africa
SPA 311	Latin American Latino Culture
SPA 325	Intro to Latin-American/Latino Lit
SPA 426	Latin American/Latino Film and Fiction

Total Credits 21

Courses and Descriptions

MCS 110 Race, Class and Gender in Contemporary American Society 3 Credits

This interdisciplinary course analyzes the ways in which race, class, gender and ethnic relationships shape the experience of all persons in this society. It examines the categories of race, class and gender as social constructs that have been historically developed and sustained by economic, social, political, and cultural factors.

MCS 110S Introduction to Race, Class and Gender in Contemporary Society 1 Credits

This course introduces students to the concepts of race, class and gender as essential components in understanding how social identities are socially constructed in the United States. Using historical and contemporary references, the course explores the ways in which race, class, gender and ethnic relationships shape the experiences of people in the United States, and the implications of those experiences for social relationships. Part of this exploration is to expose students to inter-relatedness of race, class and gender, as identity markers, both historically and in contemporary society.

MCS 220 Issues in Multicultural Studies 3 Credits

An examination of issues and questions posed by the existence of diversity in social life. Students build on what they have learned in MCS 110 by focusing in greater depth on selected aspects of multicultural interaction. Topics change each semester and are listed in the course roster. Recent topics include “Understanding Privilege,” “The Meaning of Difference,” and “Narratives of Human Difference: Science, Politics, Literature.”

Prerequisite(s): MCS 110 or permission of instructor.

MCS 280 Directed Study in Multicultural Studies 1-4 Credits

An intensive study experience in multicultural studies. The student designs and carries out a course of focused study under the supervision of a multicultural studies faculty member. The student’s proposed plan of work must be reviewed and approved by the faculty sponsor and by the multicultural studies advisory committee. May be repeated once for credit.

MCS 490 Independent Study: Research and Creative Expression 1-4 Credits

Individual program of study under close supervision by the instructor, with weekly meetings and reports. Topics to be approved by the department. Available to seniors who have a minimum of a 3.0 GPA. No more than six credits allowed toward graduation.

MCS 491 Internship in Multicultural Studies 1-4 Credits

A supervised community service of work experience at an approved site. Placements are made in accordance with each student’s particular theme within multicultural studies. A minimum of three hours per week on site per credit (39 hours per semester); in addition, students complete readings and reports and meet weekly with the instructor. Primarily for multicultural studies minors in their junior or senior year.

Organizational Psychology

Program Overview

Are you interested in knowing what motivates a person to perform well at a job, or what qualities a company needs to look for to make a great hire? Today’s businesses and organizations need professionals who understand human behavior, group dynamics and how to make the workplace function better. A major in Organizational Psychology from Rider University will help prepare you for a career in one of America’s fastest-growing professions.

Curriculum Overview

Rider University’s program is one of just a handful in the nation offering a unique interdisciplinary major that combines business and psychology. This versatile degree can have a real impact on an organization’s bottom line by helping to improve employee satisfaction and job performance.

Majors in this program will gain a comprehensive understanding of the important contributions that organizational psychology plays in today’s workplace.

The Organizational Psychology program focuses on the behavioral aspects of managing and supervising the human resources of an organization or business. You will learn the key concepts of management and psychology, including perception and attitudes, employee motivation and engagement, and organizational leadership and power — and gain an in-depth understanding of what makes employees and organizations function at their best.

As an Organizational Psychology major, you will:

- Develop a comprehensive understanding of human behavior in work settings
- Learn how to enhance performance within an organization or business
- Benefit from networking and gain real-world experience through internships and other professional opportunities

The U.S. Bureau of Labor Statistics ranks Industrial-Organizational Psychology at the top of its list of 20-fastest growing occupations, with a projected growth rate of 53 percent between now and 2022. Organizational psychologists are in demand because their expertise results in better hires, increased productivity, reduced turnover and lower labor costs. They can work as consultants to organizations, or serve in-house in a variety of jobs, including:

- Human resource officer
- Employee development manager
- Organizational development director
- Quality performance manager
- Organizational psychologist
- Testing specialist
- Compensation and benefits specialist

Honors Program in Psychology

A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

Degree Offered

- B.A. in Organizational Psychology

Contact

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Program Website: Organizational Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/organizational-psychology>)

Associated Department: Department of Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology>)

Related Programs

- Human Resource Management (p. 66)
- Management and Leadership (p. 81)
- Business Administration (p. 34)

Requirements for the Major

(40 - 43 credits)

Code	Title	Credits
Core Requirements		
See CLAS General Education Curriculum Page (p. 570)		

Required Courses	22
PSY 100 Intro To Psychology	
PSY 105 Introduction to Research in Psychology	
PSY 210 Organizational Psychology	
or MGT 201 Fund Management & Org Behavior	
PSY 240 Social Psychology	
MGT 310 Intro to Human Resource Mgmt	
MGT 355 Team Management	
PSY 329/MGT 329 Research Methods in Organizational Psychology	
PSY 329L/ MGT 329L Research Methods in Organizational Psychology	
Choose one of the following:	3-6
PSY 201 Statistics and Research Design	
OR	
MSD 200 Statistical Methods I	
& MSD 201 and Statistical Methods II	
Choose one of the following courses:	3
COM 253 Organizational Communication	
COM 290 Professional/Strategic Speech	
COM 350 Team & Group Communication	
Choose two of the following courses:	6
MGT 320 Managing Workforce Diversity	
HRM 315 Employee Selection & Training	
HRM 316 Employee Compensation Systems	
HRM 333 Employee Engagement	
MGT 490 Independent Research and Study ¹	
Choose two of the following courses:	6
PSY 215 Personality	
PSY 225 Learning and Memory	
PSY 315 Psychological Tests	
PSY 400 Senior Seminar	
PSY 490 Independent Study: Research and Creative Expression ¹	
Total Credits	40-43

Note:

- Students may take either PSY 490 or MGT 490 to satisfy major requirements, but may not count both courses towards the major requirements.

Academic Plan for Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
PSY 100	Introduction to Psychology (Natural/Physical Science Core 1 of 2)	3

MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
Foreign Language ⁴		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

PSY 105	Introduction to Research in Psychology	3
PSY 240	Social Psychology	3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Foreign Language ⁴		3
Semester Credit Hours		15

Year 2

Fall Semester

PSY 201	Statistics and Research Design	3
or	or Statistical Methods I	
MSD 200		
PSY 210	Organizational Psychology	3
or	or Fund Management & Org Behavior	
MGT 201		
Elective Course Credits ²		6
Social Perspectives ⁴		3
Semester Credit Hours		15

Spring Semester

PSY 329	Research Methods in Organizational	4
& 329L	Psychology	
	and Research Methods in Organizational	
	Psychology	
Psychology Elective ³		3
Philosophical Perspectives ⁴		3
Social Perspectives ⁴		3
MGT 310	Intro to Human Resource Mgmt	3
Semester Credit Hours		16

Year 3

Fall Semester

MGT 355	Team Management	3
COM 253	Organizational Communication	3
or	or Professional/Strategic Speech	
COM 290	or Team & Group Communication	
or		
COM 350		
Psychology Elective ³		3
Elective Course Credits ²		6
Semester Credit Hours		15

Spring Semester

Management or Human Resource Management Elective (MGT or HRM)		3
Elective Course Credits ²		12
Semester Credit Hours		15

Year 4

Fall Semester

Aesthetic Perspectives: Fine Arts ⁴		3
Elective Course Credits ²		12
Semester Credit Hours		15

Spring Semester

Management or Human Resource Management (MGT or HRM)	3
Aesthetic Perspectives: Literature ⁴	3
Scientific Perspective ⁴	3
Elective Course Credits ²	6
Semester Credit Hours	15
Total Credit Hours for Graduation	121

Footnotes

- ¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>
- ² Please note that elective credits may be used to complete requirements in a second major or minor.
- ³ The following courses fulfill the Psychology Elective requirement:
 - PSY 215
 - PSY 225
 - PSY 315
 - PSY 400
 - PSY 490
- ⁴ Courses which fulfill the General Education Curriculum can be found at https://nextcatalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/general_education_requirements/

Courses and Descriptions**COM 253 Organizational Communication 3 Credits**

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning-an increasingly common practice. The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 210 Organizational Psychology 3 Credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

Prerequisite(s): PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

Philosophy

Program Overview

The study of philosophy explores fundamental questions about persons and the universe. What is knowledge? What is the meaning of life? What is reality? How do psychology, religion, art, history, and science contribute to an understanding of the world and our place in it?

At Rider, philosophy students are encouraged to apply these questions toward pragmatic ends, with emphasis on both the academic discourse community and developing specific skills useful beyond the classroom. Specifically, the program teaches students how to formulate and defend positions, speak articulately and listen objectively, write clearly and persuasively, read complex material with comprehension, summarize and organize challenging materials and reason analytically and inferentially.

Curriculum Overview

Students begin with introductory courses in the teachings of Plato and Aristotle, the basics of logic and language and an historical and systematic analysis of ethics. Later coursework can focus on particular movements of philosophy including Modern Philosophy, Asian philosophy, Existentialism, Nietzsche's concept of nihilism, the philosophies of Wittgenstein, Hume and Arendt, as well as a wide range of other courses related to the field. Most major classes are taught as

small weekly meetings in which students discuss the material in an intimate, supportive setting.

Introductory philosophy courses also hold small weekly discussion groups. In both upper and lower division courses students are also given the opportunity to develop their ability to verbally express their opinions and argue their basic points persuasively. During their senior year, students hone their writing and rhetorical skills by completing a thesis on a philosophic topic of their choice in consultation with a faculty advisor.

Honors Program

Honors in philosophy may be achieved, upon the recommendation of the department, by earning a 3.5 cumulative average in the discipline and completing the senior thesis with distinction.

Degrees Offered

- B.A. in Philosophy

Contact

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Professor and Chairperson

North Hall 106

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Program Website: www.rider.edu/philosophy (<http://www.rider.edu/philosophy>)

Associated Department: Department of History and Philosophy

Related programs

- American Studies (p. 304)
- Communication (p. 331)
- Criminal Justice (p. 344)
- English (p. 357)
- Gender and Sexuality Studies (p. 409)
- History (p. 443)
- Journalism (p. 461)
- Multicultural Studies (p. 489)
- Political Science (p. 515)
- Ethics (p. 386)

Philosophy Major Requirements

General Philosophy Track

(37 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Major Requirements		
PHL 100	Plato and Aristotle	3
PHL 115	Ethics	3
PHL 210	Symbolic Logic	3
PHL 225	Modern Philosophy	3
PHL 494	Research Senior Philos Thesis	1
PHL 495	Senior Philosophy Thesis	3
One 400-level philosophy seminar		3

Four philosophy electives at the 300 level or above	12
Two philosophy electives at any level	6
Total Credits	37

Asian Philosophy Track

(37 credits)

Code	Title	Credits
General Education Requirements		
See CLAS General Education Requirements Page (p. 570)		
Major Requirements		
PHL 102	Philosophical Thinking	3
PHL 207	Asian Philosophy	3
PHL 210	Symbolic Logic	3
Two 300-level courses in Asian Philosophy:		6
PHL 348	Indian Philosophy	
PHL 358	Chinese Philosophy	
PHL 368	Japanese Philosophy	
PHL 418 Great Buddhist Thinkers		3
PHL 494	Research Senior Philos Thesis	1
PHL 495	Senior Philosophy Thesis	3
Two Philosophy Electives at 300 or above		6
Three Philosophy Electives at any level		9
Total Credits		37

Philosophy Minor Requirements

(18 credits)

Code	Title	Credits
PHL 100	Plato and Aristotle	3
One 400-level philosophy seminar		3
Four philosophy electives, including one at the 300-level or above		12
Total Credits		18

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
PHL 100	Plato and Aristotle	3
HIS 150	World History to 1500	3
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
PHL 115	Ethics	3

HIS 151	World History Since 1500	3
COM 104	Speech Communication	3
Foreign Language		3
Semester Credit Hours		15

Year 2

Fall Semester

PHL 210	Symbolic Logic	3
PHL 200 Level Elective		3
Aesthetic Perspectives: Fine Arts		3
Social Perspectives		3
Scientific Perspectives		3
Semester Credit Hours		15

Spring Semester

PHL 225	Modern Philosophy	3
PHL 200 Level Elective		3
Aesthetic Perspectives: Literature		3
Scientific Perspectives		3
Social Perspectives		3
Semester Credit Hours		15

Year 3

Fall Semester

Two PHL 300 Level Electives	6
Any credits to complete major, minor and/or General Education or elective course ²	9
<hr/>	
Semester Credit Hours	15

Spring Semester

Two PHL 300 Level Electives	6
Any credits to complete major, minor and/or General Education or elective course	3
Elective course credits	6
<hr/>	
Semester Credit Hours	15

Year 4

Fall Semester

PHL 494	Preparation and Research for Senior Philosophy Thesis	1
Any credits to complete major, minor and/or General Education or elective course		5
PHL 400 Level Seminar - Select one of the following		3
PHL 402	Nietzsche and Nihilism	
PHL 404	Philosophy of Wittgenstein	
PHL 407	Philosophy of Hannah Arendt	
PHL 406	Philosophy of David Hume	
PHL 408	The Philosophy of William James	
Elective course credits		6
Semester Credit Hours		15

Spring Semester

PHL 495	Senior Philosophy Thesis	3
Any credits to complete major, minor and/or General Education or elective course		3
Elective course credits		9
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

PHL 100 Plato and Aristotle 3 Credits

The beginnings of Western scientific and humanistic thought among the early Greeks and their progress into the two great systems of Plato and Aristotle. Selections from Plato and Aristotle are read and discussed to determine the meaning and significance of philosophical ideas that have subsequently influenced the whole history of Western civilization. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 101 Logic and Language 3 Credits

A study of the logical structure of argumentation in ordinary language, with an emphasis on the relation of logic to the uses of language in practical affairs. Traditional informal fallacies are studied as well. Discussions explore the nature of validity, truth, meaning, and evidence in relation to the evaluation of arguments.

PHL 102 Philosophical Thinking 3 Credits

An introduction to philosophical thought with an emphasis on the enduring questions and problems of philosophy. We will explore such questions as: how do I know I am not dreaming? Is there an external world? What is truth? Is there a self? Is there a God? What is the relationship between the mind and the body? How can I tell right from wrong? What makes government legitimate? What is justice? What is the meaning of life? We will consider answers to these questions from diverse philosophical traditions, reading such philosophers as Plato, Descartes, Zhuangzi, Hume, Vasubandhu, Berkeley, Aquinas, Avicenna, Udayana, Kant, Mill, Russell, Camus, and Nishitani. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 110 Logic and Language 3 Credits

A study of the logical structure of argumentation in ordinary language, with an emphasis on the relation of logic to the uses of language in practical affairs. Traditional informal fallacies are studied as well. Discussions explore the nature of validity, truth, meaning, and evidence in relation to the evaluation of arguments. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 115 Ethics 3 Credits

A combined historical and systematic analysis of the problems of ethics. Such problems as the nature and meaning of moral values and judgments, moral responsibility and freedom, conscience and happiness, the good life, and the relativity of value, are explored through the writings of such philosophers as Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 120 American Philosophy 3 Credits

The development of philosophical thought in the United States from the colonial era to the 20th century. Studies such thinkers as Edwards, Jefferson, Emerson, Thoreau, Peirce, James, Dewey, and King, and their ideas on human nature, free will, religion, morality, and politics. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 125 Philosophies of Education 3 Credits

Studies classical and contemporary theories of the nature, structure, and aims of education, including major works of such philosophers as Plato, Rousseau, and Dewey. The course will also introduce students to methods of critical philosophical analysis. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 130 Political Philosophy 3 Credits

An introduction to the problems of political philosophy with an emphasis on recent and contemporary issues, such as the conflict between liberal and conservative ideologies, fascism, revolution, civil disobedience, and the concept of legitimate political authority. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 202 Social Philosophy 3 Credits

Emphasizes social ethics through critical studies of such contemporary problems as abortion, euthanasia, the death penalty, pornography and censorship, animal rights, drug use, sexual morality, environmental ethics, and world hunger. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 203 Business Ethics 3 Credits

Surveys and examines ethical problems concerning the institutions and practices of contemporary business. Problems considered include: the conflicts of economic freedom and social responsibility; the relation of profits to work and alienation; the responsibilities of business to employees, minorities, consumers and the environment; the role of truthfulness in business practices; and the ethics of self-fulfillment and career ambitions. Readings selected from works of contemporary and historical philosophers, social theorists, and business people.

PHL 207 Asian Philosophy 3 Credits

A survey of the principal philosophical perspectives of Asia. Emphasis on the traditional Indian schools of Hinduism, Jainism, and Buddhism, Chinese Confucianism and Taoism, and the development of Zen Buddhism in China and Japan. Philosophical topics include: mystical experience, the ultimate nature of reality, the existence of a soul, the causes of human suffering, and the possibility of release, the nature of virtue and its development, and the nature of society and government. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 210 Symbolic Logic 3 Credits

An introduction to logic from the standpoint of modern symbolic methods, including techniques of formal deductive proof, quantification, the logic of relations, and properties of formal deductive systems. Discussions focus on philosophical issues in recent and contemporary logical theory. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 215 Environmental Ethics 3 Credits

A comprehensive introduction to environmental ethics that examines the major theoretical approaches, including anthropocentric (human-centered), zoocentric or sentientist (animal-centered), and biocentric or ecocentric (nature-centered) value systems, as well as the most important critiques of these ethical approaches. We will examine and analyze several classical ethical theories that are particularly relevant to a study of contemporary environmental controversies. We will also address specific issues such as biodiversity and wilderness preservation; human use of animals as food, entertainment, and research subjects; environmental racism and toxic dumping; sustainable development, population and consumption. Students will analyze and discuss the ethical dimensions of several contemporary environmental controversies. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 225 Modern Philosophy 3 Credits

Examines one of the most exciting periods in the history of philosophy during which philosophers from Descartes to Kant tried to come to terms with the following questions: What is knowledge? Can we know the physical world exists? Can we have scientific knowledge? Can we know God exists? Can we even know whether we exist? The works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant are read and discussed. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 226 Limits of Reason: 19th Century Philosophy 3 Credits

Studies the nature and meaning of reason, freedom, individuality, and society in the writings of philosophers such as Fichte, Hegel, Schopenhauer, Emerson, Thoreau, Comte, Mill, Spencer, Marx, and Nietzsche. Examination of the impact of such philosophies as the dialectical theory of history, transcendentalism, evolutionary theory, positivism, and existentialism on ideas about the nature and limits of human reason.

PHL 230 Philosophy of the Sexes 3 Credits

Studies philosophical views of the differences between the sexes, sexual equality, love, marriage, and the family from ancient Greece to the 20th century. Texts from the contemporary women's and men's movements will also be examined. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 252 The Nature of Art 3 Credits

An inquiry into the nature of art, creativity, aesthetic experience, and value. Special attention to the importance of art in relation to the nature of man and society. Readings from classical theories of art (Plato, Hegel, Schopenhauer, Croce, Santayana), as well as from contemporary analyses of 20th-century art.

PHL 300 Philosophy and Civilization 3 Credits

An investigation of the rise and fall of civilizations in history, studying philosophical questions such as is history cyclical? Linear? Progressive? Directed toward a final goal? What is the role of the individual in history? Of economic, political, sociological, and psychological causes? Does history have a meaning? The works of St. Augustine, Vico, Hegel, Marx, and Toynbee, and the contemporary debate about the "clash of civilizations" between Islam and the West will be discussed.

PHL 303 Philosophy of Law 3 Credits

An examination and analysis of selected topics including classical and contemporary theories in the philosophy of law and moral philosophy. Such topics as the nature of the law and legal reasoning, the legal enforcement of morality, protection of personal liberty, and the moral justification of punishment are considered. Such philosophers as Aquinas, Austin, Holmes, Bentham, Hart, and Dworkin are read and discussed.

PHL 304 Medical Ethics 3 Credits

Introduces the student to ethical problems associated with the practice of medicine, the pursuit of biomedical research, and health care social policy. The course will explore such issues as: Is a physician morally obligated to tell a terminally ill patient that he or she is dying? Is society ever justified in enacting laws that would commit an individual, against his or her will, to a mental institution? Does society have a moral obligation to ensure that all its members have access to health care? To what extent, if at all, is it ethically acceptable to clone a human being? Under what conditions is human experimentation ethically acceptable?

PHL 305 Philosophy of Religion 3 Credits

An inquiry into the meaning, significance, and fundamental problems of religion as they appear in their philosophical perspective. The relation between religion and science, between faith and reason; religious experience, religious truth, and symbolism, etc. will be explored. Selections from the works of Anselm, Aquinas, Augustine, Paley, Hume, Kant, James, and Wittgenstein will be discussed.

PHL 310 Problems in 20th-Century Philosophy 3 Credits

Consideration of major philosophical movements in the 20th century such as phenomenology, existentialism, pragmatism, and analytic philosophy. Within these movements such topics as the function of analysis, language and meaning, the nature of values, the nature of persons, the synthetic-analytic distinction, the mind-body problem, and the possibility of metaphysics are considered. The work of such figures as Wittgenstein, Russell, Heidegger, Husserl, Sartre, Whitehead, and Dewey are read and discussed.

PHL 315 Existentialism 3 Credits

Historical development and contemporary problems of existentialism with emphasis on the nature of man, his ability to know his situation, the relation between existence and essence, and the meaning of human life and activity. The works of such figures as Kierkegaard, Sartre, Heidegger, Camus, Kafka, Beckett, Buber, Laing, and Frankl are read and discussed.

PHL 320 Philosophy of Science 3 Credits

The logic of fundamental concepts of science and scientific methods are studied. Patterns of explanation are examined to understand the functions of laws, theories, and predictions in science. Inquiry is made into the relation between mathematics and empirical science; similarities and distinctions between the natural and social sciences. The role of science in human affairs and the value of scientific knowledge.

PHL 334 Theories of Knowledge 3 Credits

An investigation of selected, representative theories of knowledge from classical and contemporary sources. Considers the analytic-synthetic distinctions, necessary truth, and the foundations of empirical knowledge. Such philosophers as Leibniz, Hume, Kant, Russell, and Quine are read and discussed.

PHL 336 Philosophy of Mind 3 Credits

An investigation of the nature, existence, and capacities of the mind and self in the light of recent philosophical and psychological theories, including psychoanalysis and behaviorism. Considers such topics as the interaction of mind and body, the unconscious, minds and machines, freedom of thought and action.

PHL 343 Theories of Reality 3 Credits

An examination of metaphysical problems with an emphasis on philosophical views of human nature from ancient Greece to contemporary evolutionary theories. The writings of such classical, modern, and contemporary figures as Plato, Aristotle, Descartes, Kant, Hegel, and Darwin are read and discussed. Issues studied include the relation between mind and matter, freedom and determinism, and the existence of God.

PHL 348 Indian Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of India. Emphasis on the disputes between the traditional Hindu and Buddhist schools of the classical period over logic, knowledge, and reality. Philosophical topics include: skepticism, the problem of universals, realism and idealism, the nature of perception, the problem of induction, the nature of causality, and the problem of identity over time. Philosophers such as Nagarjuna, Vasubandhu, Vatsyayana, Dharmakirti, and Udayana will be read and discussed.

PHL 358 Chinese Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of China. Emphasis on the political philosophies of ancient China. Topics include: human nature and the development of virtue, the nature and purpose of government, and the cognitive value of mystical experience. Philosophers such as Confucius, Laozi, Xunzi, Mencius, Mozi, and Zhuangzi will be read and discussed.

PHL 360 Contemporary Ethics 3 Credits

An examination of recent and contemporary challenges to traditional ethical theory including such movements as logical positivism, cultural relativism, feminism, environmentalism, multiculturalism, and postmodernism. Such problems as the meaning and cognitive status of value judgments, the relation between fact and value, the relativity of values, and how value judgments can be justified are considered.

PHL 368 Japanese Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of Japan, with an emphasis on Zen Buddhism in Medieval Japan and the Kyoto school in the 20th century. Topics include: the use of meditation and koans in Zen practice, the relationship between practice and enlightenment, the nature of time, meaning and nihility, and the relationship between science and religion. Philosophers such as Kukai, Mumon, Dogen, and Nishitani will be read and discussed.

PHL 402 Nietzsche and Nihilism 3 Credits

A seminar dealing with Nietzsche's provocative ideas on Nihilism and the possibility of creating meaning, value, and truth for human existence. Many of his important works are read, analyzed, and critically discussed. Recent scholarly interpretations of Nietzsche's philosophy are considered.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 404 Philosophy of Wittgenstein 3 Credits

Seminar involving a concentrated study of Wittgenstein's contributions to philosophy with special attention to his analysis of language, meaning, and mental concepts.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 406 Philosophy of David Hume 3 Credits

Seminar involving a concentrated study of Hume's contributions to philosophy, including his work on epistemology, metaphysics, ethics, philosophy of science, and philosophy of religion.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 407 Philosophy of Hannah Arendt 3 Credits

Seminar involving a concentrated study of the philosophy of Hannah Arendt with special attention to her analysis of action, thought, and freedom.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 408 The Philosophy of William James 3 Credits

Seminar involving a concentrated study of William James' contributions to philosophy with special attention to his pragmatism, pluralism, and radical empiricism. Many of James' philosophical works are read, analyzed, and critically discussed. Recent scholarly interpretations of James' philosophy are considered.

PHL 418 Great Buddhist Thinkers 3 Credits

Concentrated study of a single Buddhist philosopher, emphasizing the systematic views of that philosopher across a range of philosophical issues. Through an examination of primary sources in translation and recent scholarship, students will investigate the views and arguments of one important figure from the Buddhist philosophical tradition on a variety of philosophical problems regarding knowledge, existence, consciousness, religion, and ethics.

PHL 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

PHL 491 Internship in Philosophy 1-4 Credits

Students will work under supervision within an area hospital, corporation, or legal agency. The specific duties and tasks will be developed jointly by the intern, intern agency, and faculty supervisor. Within the hospital setting, students will work with the Hospital Medical Ethics Committee. Within the corporate setting, there will be two types of internships: students will work in the corporate office responsible for addressing the ethical issues that arise in the business environment; or students will work in a department that allows them to explore the potential business applications of their philosophic intellectual training. Within the legal setting, students will work with the federal magistrate, prosecutor, or public defender, exploring issues in the philosophy of law that arise in the practice of law. Students must have completed four philosophy courses, one at the 300 level, before applying for the internship. No more than six credits will be allowed toward graduation. A member of the department of philosophy will supervise the internship.

Prerequisite(s): juniors and seniors with a minimum of 2.7 cumulative GPA and 3.0 GPA in philosophy, or permission of the department of philosophy.

PHL 494 Preparation and Research for Senior Philosophy Thesis 1 Credits

Supervised by a faculty member, the Philosophy major chooses a topic, composes an outline and a bibliography. Must be completed prior to enrolling in PHL 495.

PHL 495 Senior Philosophy Thesis 3 Credits

In a tutorial setting, the Philosophy major will write a thesis which serves as the Capstone Experience in the Department.

Prerequisite(s): PHL 494.

Physics

Program Overview

Physics students at Rider develop a rigorous understanding of the natural world and the forces that govern it through a combination of traditional classes and hands-on laboratory experience. The small classes focus on a variety of topics including classical and modern physics, as well as scientific computing techniques and astrophysics. Physics students are presented with multiple research opportunities with our faculty, who actively attend national meetings and publish in international peer-reviewed journals.

The physics minor helps students seeking entrance to graduate or medical school as well as careers in physics, law, education, and business. This minor helps students develop laboratory skills, written and oral skills, as well as understanding how the laws of physics apply and can be manipulated or utilized in the real world.

Minor Offered

- Minor in Physics

Contact

Alexander Grushow, Ph.D.

Professor and Chairperson

Science Hall 336D

609-896-5095

grushow@rider.edu

Program Website: www.rider.edu/physics (<http://www.rider.edu/physics>)

Associated Department: Department of Chemistry, Biochemistry & Physics

Related programs:

- Chemistry (p. 322)
- Biochemistry (p. 312)

Physics Minor Requirements

(20 credits)

Code	Title	Credits
PHY 200	General Physics I	4
PHY 201	General Physics II	4
PHY 203	Introduction to Modern Physics	3
PHY 300	Mechanics	3
PHY 305	Electricity and Magnetism	3
One additional 300- or 400-level physics (PHY) course		3
Total Credits		20

Courses and Descriptions

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors.

Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. Prerequisite(s): MTH 105, MTH 210, MTH 211 or MTH 212.

Corequisite(s): PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week.

Corequisite(s): PHY 100.

PHY 101 Principles of Physics II 3 Credits

Continuation of Physics 100. Electrostatics, electricity, and magnetism; DC and AC circuits, physical and geometrical optics, introduction to elementary particle and quantum physics. Three hours of lecture per week. Prerequisite(s): PHY 100.

Corequisite(s): PHY 101L.

PHY 101L Principles of Physics II Lab 1 Credits

For students concurrently taking Physics 101. One three-hour lab per week.

Corequisite(s): PHY 101.

PHY 103 Science of Light and Color 3 Credits

An introduction to the science of light, color, and optics. Covers history of theories of light and vision, applications in art, photography, natural phenomena (rainbows, mirages, etc.), and modern technology, e.g., lasers and telecommunications. Many topics are illustrated by in-class demonstration experiments with lasers and other optical devices.

PHY 104 Energy, the Environment & Man 3 Credits

The many vital roles played by energy in the universe at large, on the earth, and in the activities of man are examined, including the basic sources of energy, the impact upon the environment due to these processes and possible future sources. A high school course in physics or chemistry is desirable but not necessary.

PHY 105 Matter, Forces, and Energy: A Exploration of Physics Concepts 4 Credits

An introduction to the basic principles of physics focusing on the concepts of matter, force, and energy. The course will study, in depth, simple physical systems chosen to emphasize the interconnection of these three basic concepts. It will explore the behavior of these simple physical systems using directed group exercises coordinated with hands-on laboratory activities. One three-hour lecture and one three-hour lab per week.

PHY 105L Matter, Forces and Energy Lab 0 Credits**PHY 180 Astronomy 3 Credits**

Examines mankind's quest to understand the origin and form of the universe. Emphasis on the ideas of modern cosmology and their impact on our changing perception of our place in the universe, making use of information gleaned by simply looking at the night sky as well as post Apollo-era views of the solar system and the evolving universe as a whole.

PHY 200 General Physics I 4 Credits

Introductory classical physics; Newtonian mechanics, including the conservation laws, wave motion, gravity, thermodynamics. Three hours of lecture and one three-hour lab per week. Prerequisite(s): MTH 210 or as corequisite.

Corequisite(s): PHY 200L.

PHY 200L General Physics I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PHY 200.

PHY 201 General Physics II 4 Credits

A continuation of the concepts developed in Physics 200. Electricity, electrical circuits, magnetism, Maxwell's equations. Light and optics, including lenses, interference, and diffraction. Three hours of lecture and one three-hour lab per week. Prerequisite(s): PHY 200, MTH 211 or concurrent enrollment.

Corequisite(s): PHY 201L.

PHY 201L General Physics II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PHY 201.

PHY 203 Introduction to Modern Physics 3 Credits

Covers space-time relativity, elementary particles, and basic quantum mechanics, including solutions of the Schrodinger wave equation. Applications of quantum theory in atomic, nuclear, and solid-state physics.

Prerequisite(s): PHY 201 or permission of instructor.

PHY 250 Scientific Computing 3 Credits

Introduces students to modern techniques and applications of scientific computing. Students will learn to write code in python, a popular, modern programming language used by scientists and industry around the world. They will also retrieve and analyze large datasets using SQL, a standard database language. Students will develop their own software and learn to manage it online using github, an online code repository.

PHY 300 Mechanics 3 Credits

Kinematics and dynamics of particles and systems, analysis of harmonic oscillator systems, normal modes, Lagrangian and Hamiltonian dynamics and classical waves are studied.

Prerequisite(s): PHY 201, MTH 250.

PHY 305 Electricity and Magnetism 3 Credits

Electro- and magnetostatics, fields and potentials, and boundary value problems are covered.

Prerequisite(s): PHY 201, MTH 250.

PHY 310 Advanced Electricity and Magnetism 3 Credits

Maxwell's equations; electromagnetic waves in vacuum and in material media; radiation, propagation, reflection, and refraction.

Prerequisite(s): PHY 305, MTH 308.

PHY 315 Thermodynamics and Statistical Mechanics 3 Credits

Thermodynamic systems; the first and second laws of thermodynamics; entropy and thermodynamic potentials; distribution of molecular speeds; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions.

Prerequisite(s): PHY 201.

PHY 320 Quantum Mechanics 3 Credits

Historical background; the Bohr Theory; the Schrodinger equation, its interpretation and applications; the uncertainty and exclusion principles; development of the formalism.

Prerequisite(s): PHY 300.

PHY 330 Basic Electronics 3 Credits

An experimental study of devices and circuits in analog and digital electronics. No previous experience with electronic circuits is assumed; introductory topics including signal acquisition, computer interfaces, and analog/digital signal processing will be covered. One hour of lecture plus two three-hour labs per week.

Prerequisite(s): PHY 201 or permission of instructor.

PHY 350 Advanced Laboratory 2 Credits

Experiments in atomic and nuclear physics, electricity and magnetism, and physical optics. Students have the opportunity to work intensively on a particular experiment. Minimum of five to six hours per week.

PHY 400 Atomic Physics 3 Credits

Quantum mechanics and the one-electron atom; atomic structure and optical spectra of multi-electron atoms. Quantum statistics, band theory of solids.

Prerequisite(s): PHY 320.

PHY 405 Fundamentals of Nuclear Physics 3 Credits

Nuclear mass and size; nuclear forces and some models of the nucleus; radioactivity and detection; subnuclear particles and resonances.

Prerequisite(s): PHY 320.

PHY 415 Physical Optics 3 Credits

Waves and the superposition principle; interference, Fraunhofer and Fresnel diffraction; electromagnetic nature of light; absorption and scattering; dispersion; polarization.

Prerequisite(s): PHY 201, MTH 250.

PHY 416 Modern Experimental Optics Lab 1 Credits

A laboratory course in geometrical and physical (wave) optics, designed to supplement the material presented in PHY 415. Serves as an introduction to the optical equipment and techniques that are employed in laboratory research. A series of experiments cover the topics of polarization, interference, image formation, Fourier optics and lasers, and optical spectroscopy.

Prerequisite(s): PHY 201.

PHY 450 Topics in Modern Physics 3 Credits

A selected topic of contemporary interest in physics, e.g., general relativity and gravity waves, is studied. Emphasis on current journal literature and research. May be taken more than once with departmental approval. An excellent introduction to independent research in one area of physics.

Prerequisite(s): PHY 201.

PHY 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

PHY 491 Internship in Physics 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the student's overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Political Communication

Program Overview

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

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

Degree Offered

- Minor in Political Communication

Contact

Barbara Franz, Ph.D.

Professor and Chair

Fine Arts 272

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Program Website: www.rider.edu/politicalcommunication (<http://www.rider.edu/politicalcommunication>)

Associated Department/College: Department of Communication and Journalism

Related Programs

- Communication Studies (p. 331)
- Finance (p. 50)
- Health Administration (p. 60)
- Health Communication (p. 438)

Political Communication Minor Requirements

(21 credits)

Code	Title	Credits
POL 307	Political Communication	3
Communication		
Select three of the following:		9

COM 105	Communication, Culture and Media ¹	
COM 205	Theories of Persuasion ¹	
COM 322	Argumentation and Debate	
COM 390	Communication and Society	
COM 391	Communication Criticism	
COM 393	International Communication	
Political Science		
Select three of the following:		9
GLS 180	Understanding Global Relations	
POL 210	Public Opinion	
POL 230	Methods of Political Analysis	
POL 247	Political Campaigning	
POL 295	Special Topics in Political Science ²	
POL 295	Special Topics in Political Science (Presidential Election Poll - only offered in presidential election years) ²	
POL 301	Civil Liberties in the U.S.	
POL 305	Pol Parties & Electoral Behave	
POL 306	Political Film	
POL 313	American Presidency	
POL 315	Global Issues	
Recommended Course		
Select one of the following:		4
COM 490	Independent Study: Research and Creative Expression	
COM 491	Internship in Communication	
POL 490	Independent Study: Research and Creative Expression	
POL 491	Internship in Politicl Science	
Total Credits		21

¹ May not be counted toward the minor by Communication and Journalism majors.

² Only one special project may be counted toward the minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/ reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation.

Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

POL 100 Introduction to American Politics 3 Credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as HLS 100. Students may not get credit for both POL 100 and HLS 100.

POL 102 Understanding Politics 3 Credits

Introduction to the study of politics and government, including major political theories and ideologies, systems of government (i.e., presidential, parliamentary, authoritarian, totalitarian), public opinion and behavior, international relations and war, and contemporary policy issues. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

POL 200 NJ Government and Politics 3 Credits

Political institutions, processes, and problems of state and local governments of New Jersey. Analysis of legislative, executive, judicial, regulatory bodies, special districts, and autonomous agencies. Aspects of personnel, finance, and services.

POL 201 Policy Issues, Advocacy, and Budgeting 3 Credits

Surveys various domestic economic and social policy issues, the government budgeting process, and how citizens and groups advocate their interest through organizing, coalition-building and lobbying. Emphasis on developing practical skills in issue analysis, lobbying, legislative tracking, and public budgeting.

POL 202 The Political System - Theories and Themes 3 Credits

This course serves as a gateway to the subfields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings. The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as HLS 202. Students may not get credit for both POL 202 and HLS 202.

POL 203 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective. Note: This course is cross-listed as HLS 203. Students may not get credit for both HLS 203 and POL 203.

POL 204 Development and Structure of the US Intelligence Community 3 Credits

This course provides a historical review of intelligence following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence, and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal, with emphasis placed on interpreting and writing intelligence summaries. Note: This course is cross-listed as HLS 204. Students may not get credit for both POL 204 and HLS 204.

POL 205 Introduction to Public Policy 3 Credits

The course provides students with an introduction to the study of public policy by linking the theoretical with the practical. The course focuses on three areas of analysis: 1) descriptive 2) evaluative and 3) prescriptive. Students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options. Last the course provides examples of public policy problems through the substantive policy areas of health, environment and education.

POL 206 Healthcare Regulation and Governance 3 Credits

Health Regulation and Governance explores the institutions, processes and actors involved in governing and regulating the healthcare system in the US. The course engages the topic through the lens of federalism by examining the role of the Executive, Legislative and Judicial branches of government in regulating and governing healthcare at the national level as well as the role of the states in this policy area. Students will not only be introduced to the structure of regulation and governance of healthcare in the US, but will also be able to contextualize contemporary issues in healthcare in order to not simply addresses problems in the sector, but to also begin to identify solutions to issues that impact the population.

POL 210 Public Opinion 3 Credits

Public opinion as a social force and as expression of public sentiment on political and social issues. Topics include: development and dissemination of opinions, the measurement of public opinion, public opinion and governmental processes, and the reciprocal relationship between mass media and public opinion. Note: This course is cross-listed as GLS 210. Students may not get credit for both POL 210 and GLS 210.

POL 215 Global Politics 3 Credits

The struggle for power, wealth, and order at the global level involving nation-states, intergovernmental organizations (such as the United Nations, the European Union, etc.), non-governmental organizations, transnational enterprises and other non-state entities, using military, economic, diplomatic, legal, and communication instruments. Overview of global problems such as the proliferation of weapons of destruction, ethnic and religious conflicts, human rights, and the global environment at the threshold of the 21st century. Real-time use of the Internet is an integral aspect of this course in terms of readings and assignments. (This course is a prerequisite for POL 295 Special Projects in Political Science: Model United Nations.) Note: This course is cross-listed as GLS 215. Students may not get credit for both POL 215 and GLS 215.

POL 216 Comparative Political Systems 3 Credits

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

POL 218 Asian Political Systems 3 Credits

(Formerly the Pacific Rim in the 21st Century) This course aims to provide students with an understanding of the fundamentals of the government, politics, economic development as well as the history and culture of countries along the Pacific Rim. The countries examined include China, Taiwan, Hong Kong, Singapore, Japan, South Korea and North Korea. Students are expected to understand 1) the democratization wave and efforts across the Pacific Rim countries and regions, 2) the economic development of these countries and regions and the consequential sociopolitical impact, and 3) concepts of political institutions and political culture in a comparative perspective.

POL 219 Terrorism, Revolutions, and Political Violence 3 Credits

Revolutions are the mad inspiration of history. Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as GLS 219 and as HLS 219. Students may only get credit for one course: HLS 219, GLS 219, or POL 219.

POL 220 Terrorism & Counter Terrorism 3 Credits

This course introduces students to the arguments about the definition of terrorism, the historical use of terrorism and the roles of ideology, religion, and psychological factors that help explain and predict it. The course seeks to identify the components of national security policy aimed at countering such elements and their cost, both in financial and civil right terms. Finally, to illuminate both the definition and the policies discussed, the course will offer brief comparisons with other states, especially Israel, the UK, and Russia.

POL 225 Nationalism in World Politics 3 Credits

Nations and nationalism. An overview of nationalistic manifestations in the world today. Nations, states, nation-states. Multinational states, stateless nations. Imperialism, anti-imperialism; nativism vs. internationalism and globalism. Topics include nationalisms in the Holy Land; in the former Yugoslavia; in the former Soviet Union and its successor states; and economic Nationalism vs. Globalization. Note: This course is cross-listed as GLS 225. Students may not get credit for both POL 225 and GLS 225.

POL 230 Methods of Political Analysis 3 Credits

An overview of the various qualitative and quantitative methods that political scientists use to study their discipline. Themes include analyses of political participation and support, methods of studying elections, measures of political tolerance and liberalism.

POL 235 Race and Ethnicity in American Politics 3 Credits

Examines the changing political, economic, and social situation of racial and ethnic groups in American politics since the 1950s. Topics include the relationship between race/ethnicity and voting behavior, political parties, and election results. Includes an analysis of specific areas of contemporary racial and ethnic conflict, such as voting rights, immigration, and affirmative action.

POL 239 Political Thinkers & Thought 3 Credits

A survey of the most significant political thought from ancient times into the modern era. Subject matter includes discussion of such questions as the nature of freedom, natural law and right, constitutionalism, political obligation, justice, form of regime.

POL 247 Political Campaigning 3 Credits

This course entails the study of campaigning for political office at the federal, state and local levels in the United States. While attention will be given to how the broader political environment and specific factors, e.g., the decline in partisanship, hot button issues, local interests, and money, affect the nature of campaigns, the course's primary focus will be on how to organize and conduct a successful and ethical campaign, including how to collect and analyze pertinent data, manage a staff, develop a communications plan, and get out the vote.

POL 255 European Politics 3 Credits

A comparative analysis of the social and political systems of Britain, France, Germany and other Western countries within the European framework. Emphasis will be on the identification of ways in which countries similar in social characteristics are also similar in their political systems and on the extent and circumstances under which they differ. Similarities and contrasts will also be drawn with political structures and processes in the United States. This course, on occasion, may contain an optional travel component during January.

POL 260 Politics of Law and Order 3 Credits

The constitutional, legal, political, and administrative aspects of the criminal justice system in the United States are studied, including the court system at all levels of government, law enforcement agencies, correctional programs and institutions, probation, parole, and the relationship of our legal institutions to the broader political system.

POL 267 China in Transition 3 Credits

This course aims to provide students with an understanding of the history, government, politics, economic development as well as political culture of the People's Republic of China. Students are expected to acquire in-depth knowledge of China's political history, government structure and China's economic development and consequential sociopolitical impact. At the same time, students are expected to develop a basic understanding of the concepts of studying Chinese political institutions and political culture in a comparative perspective.

POL 270 Interest Groups and Lobbying 3 Credits

The course will introduce students to the area of interest groups and lobbying. Topics to be covered include theoretical developments, methodological approaches of group formation, organizational maintenance, and strategies used to influence public policy in the executive, legislative, and judicial branches of government.

POL 272 Politics of Latin America 3 Credits

The course will begin by discussing Latin American nations from the point of view of their common ancestry in European colonization, including the ways in which European cultural and economic patterns were introduced into indigenously populated areas, how these persisted after independence from European imperialist regimes and the U.S., and how these legacies have their continued effects into the present. The course continues with inquiry into the domestic politics and governmental systems of a number of Latin American nations. The course also takes up present day relations between Latin American political systems, the United States, and various organizations of the global economy such as International Monetary Fund, the World Bank, and the World Trade Organization.

POL 280 Sex & Politics 3 Credits

The bearing of gender upon politics: whether political activity is more characteristic of one or the other sex; the comparative fates of male and female in political society; the political implications of change in the content and mutual status of masculinity and femininity. Inquiry into classical, traditional, and contemporary views.

POL 295 Special Topics in Political Science 3 Credits

For non-seniors who engage in serious research in political science. Topic to be approved by instructor and department chairperson.

POL 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS 300. Students may not get credit for both HLS 300 and POL 300.

POL 301 Civil Liberties in the U.S. 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as HLS 301. Students may not get credit for both HLS 301 and POL 301.

POL 304 Political Behavior: Fear, Risk and Crisis 3 Credits

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior-e.g., voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. Note: This course is cross-listed as HLS 304. Students may not get credit for both POL 304 and HLS 304.

POL 305 Political Parties and Electoral Behavior 3 Credits

The structure, character, and functions of U.S. political parties and pressure groups, and their impact on public policy. Parties are analyzed within the broader scope of organizational theory and comparative party systems. Major emphases on their historical origins, their role in contemporary political life, and particular aspects of party politics-local organization, membership, campaigning and elections, policy-making roles, and leadership.

POL 306 Political Film 3 Credits

This course analyzes the structure, history, and impact of the genre of political film. It begins with a discussion of how one distinguishes a political film from other forms of cinema. It then proposes insights into the manner in which these films evoke a particular time and place in politics, affect the viewer's interpretation of a political event or figure, and have an effect upon a viewer's political perceptions or behavior. The student will also learn to review films critically, both as political statements and as effective (or ineffective) conveyors of political messages. Note: This course is cross-listed as GLS 306. Students may not get credit for both POL 306 and GLS 306.

POL 307 Political Communication 3 Credits

The meaning and uses of political communication are examined, the manner and forms such communication takes, and the history of political discourse. Major topics include the role of communication in elections and the development of public policy, how political communication strategies have changed with the rise of mass media, and the development of national and international publics for discourse. Note: This course is cross-listed as GLS 307. Students may not get credit for both POL 307 and GLS 307.

POL 309 Will China Be Next Superpower? 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of International Relations theories, which focuses on systematic transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources and consequences of different national approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. This course is cross-listed as GLS 309. Students may not get credit for both POL 309 and GLS 309.

POL 312 Congressional Politics 3 Credits

An intensive analysis of the legislative process in the United States, considering both the internal organization and operation of Congress, and Congress' role in the broader American political system. Fundamental issues include the theory and practice of representation; the committee system, seniority and expertise; executive and legislative interaction; and the politics of congressional reform.

POL 313 American Presidency 3 Credits

A description and analysis of the American presidency: its historical development, the internal organization, and ecological context. Basic issues include the intent of the framers of the Constitution, the historical accumulation of presidential powers, and institutional limits on presidential power (e.g., Congress and the bureaucracy).

POL 314 Congressional Power and National Security Policy 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. Last, the course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as HLS 314. Students may not get credit for both HLS 314 and POL 314.

POL 315 Global Issues 3 Credits

Military, economic, demographic, and environmental threats to global security in the post-Cold War era. Forces of transnational integration vs. forces of intrastate fragmentation. Inadequacy of international law and organization to deal with these problems within the confines of the sovereign nation-state system. Note: This course is cross-listed as GLS 315. Students may not get credit for both POL 315 and GLS 315.

POL 316 Presidential Power and National Security Policy 3 Credits

This course examines the development of the National Security State since the Second World War, and the ways in which it has affected, and been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of "national security", the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the "War on Terror." Note: This course is cross-listed as HLS 316. Students may not get credit for both POL 316 and HLS 316.

POL 317 Model United Nations 3 Credits

For non-seniors who engage in serious research in political science. Topic to be approved by instructor and department chairperson.

POL 320 Politics of the Middle East 3 Credits

The course emphasizes the relationships between social and political structures, the role of religion, and the problems of modernization in the Middle East. Similarities and contrasts will be drawn between the Arab and non-Arab countries of the Middle East. The political systems of Egypt, Syria, Israel and Saudi Arabia are examined in terms of political culture, structure, and political processes.

POL 321 International Law 3 Credits

This course covers the basic doctrines of international law and their relationship to the contemporary international community. These include the jurisprudence of international law; the history of the international legal system; customary international law; Treaty law; sovereignty, statehood and recognition; jurisdiction and immunities; the role of international organizations; international criminal responsibility; and the relationship of the international legal system to the U.S. domestic legal system. The objectives of international law are to foster the peaceful settlement of disputes; facilitate transnational communication and commerce; encourage respect for human rights; as well as to preserve the environment. This course is cross-listed as GLS 321. Students may not get credit for both POL 321 and GLS 321.

POL 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS 325. Students may not get credit for both HLS 325 and POL 325.

POL 326 Power in American Politics 3 Credits

Examines various explanations of who has power in American politics. Explores the roles of appointed and elected officials, business and interest groups, the media, and the general public in shaping public policy. Special attention to political change, including the impact of broad social movements on the responsiveness of the political system.

POL 327 Contemporary Issues in American Public Policy 3 Credits

An in-depth examination of current issues in American politics. Drunk driving, political corruption, drug policy, education, and poverty are among the issues to be considered. Emphasis on analyzing policy problems and on developing and evaluating proposed solutions.

POL 328 Environmental Politics 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

POL 329 Comparative Environmental Policy 3 Credits

Comparative Environmental Policy analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as GLS 329. Students may not get credit for both GLS 329 and POL 329.

POL 330 Geopolitics of Energy 3 Credits

Geopolitics of Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

POL 335 Urban Politics 3 Credits

Political structure and administration of municipalities in the United States. Emphasis on problems posed by suburbanization, global and regional shifts in business, economic dislocation, housing, race relations, and policing.

POL 340 Modern Democracy and Its Critics 3 Credits

The course examines the fundamental assumptions underlying modern democratic theories and the main theoretical attacks launched against them. Among the contending theories to be discussed are right and left-wing anarchism, the old and the new left, fascism, intellectual elitism, and techno-conservatism. Note: This course is cross-listed as GLS 340. Students may not get credit for both POL 340 and GLS 340.

POL 342 Freedom and Authority 3 Credits

Concepts of freedom and authority in 19th and 20th-century political theory. Emphasis on such important thinkers as Nietzsche, Freud, Sartre, Camus, and Marcuse. Note: This course is cross-listed as GLS 342. Students may not get credit for both POL 342 and GLS 342.

POL 343 American Political Thought I 3 Credits

The philosophical background and moral principles of American political society: liberty, equality, natural law and natural right; constitutionalism and nation-building. The development of the ideologies of liberalism, conservatism, and libertinism are also covered.

POL 345 Justice 3 Credits

The existence of society over time requires high degree of predictability and hence laws, whether explicit or implicit. These derive their capacity to regulate life from the widespread notion that they are proper and that they should be obeyed. In a word, they accord to our notions of justice. These, however, are not stable. Resting on the understandings of man, society, nature and the relations between them, they develop under the impact of human thought and changing realities. The result is what can be compared to a layered cake. This course treats some of the main contributions made by philosophers from Plato to Rawls to our concept of justice and the manner by which they have shaped our concepts of justice in the US and West in general. Cases in which courts (mainly the US Supreme Court) made use and applied the thinking of earlier philosophies of justice will illustrate the process by which we adjust the boundaries between legality and criminality and determine how we should behave towards each other.

POL 346 Liberal Democracy in Times of Stress 3 Credits

This course examines historic and present day cases, ranging across Europe and the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so-called "states of exception." While in some cases such states have imposed mild and limited emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various states have behaved in emergency situations will be the major content of this course. Note: This course is cross-listed as HLS 346. Students may not get credit for both HLS 346 and POL 346.

POL 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold World War. Note: This course is cross-listed as HLS 350, GLS 350. Students may get credit for only one.

POL 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

POL 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS 361. Students may not get credit for both POL 361 and HLS 361.

POL 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as HLS 363. Students may not get credit for both HLS 363 and POL 363.

POL 365 Third World Politics 3 Credits

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly developed countries, military rule and democratization. Note: This course is cross-listed as GLS 365. Students may not get credit for both POL 365 and GLS 365.

POL 366 Communist Systems: Politics and Policies 3 Credits

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

POL 367 Politics of Exile, Asylum and Diaspora 3 Credits

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as GLS 367. Students may not get credit for both POL 367 and GLS 367.

POL 368 International Organizations 3 Credits

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as GLS 368. Students may not get credit for GLS 368 and POL 368.

POL 371 The Arab-Israeli Conflict 3 Credits

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah). Note: This course is cross-listed as GLS 371. Students may not get credit for both GLS 371 and POL 371.

POL 399 The Co-operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. IND 398 and (dept.) 399 combined cannot exceed 15 credits. Pass/fail. Prerequisite(s): junior standing and 2.75 GPA at the time of registration.

Corequisite(s): IND 398 The Co-operative Experience Seminar.

POL 415 Political Internship 3-6 Credits**POL 450 Seminar in Political Science 3 Credits**

A multidimensional framework within which to integrate the variety of perspectives and methodologies extant in the field of political science. Topics for discussion and analysis may range from broad concepts of political discourse such as power and interdependence to specific political issues such as executive-legislative relations and judicial policymaking.

POL 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

POL 491 Internship in Political Science 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

POL 499 Senior Honors Thesis 3-6 Credits

Majors having completed the department's core requirements and having a minimum GPA of 3.5 in political science courses may apply for honors in their sixth semester. Applicants enroll in POL 490 Independent Research and Study in their seventh semester to develop and submit a thesis proposal to the department. With departmental approval, applicants prepare an honors thesis in their last semester. Upon acceptance of the thesis by the department, the student will be graduated with honors in political science.

POL 501 Homeland Security 3 Credits

This course is designed to help students increase their knowledge and understanding of problems impact the public agenda, why some solutions are adopted and other rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

POL 502 The Development and Structure of U.S. Intelligence Agencies 3 Credits

This course will provide an historical review of intelligence during the following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal. With emphasis placed on interpreting and writing intelligence summaries.

Political Science

Program Overview

How did American politics become so polarized? How can we understand the global shift to the right in electoral politics? What is freedom and how is it best protected? What causes politics to turn violent, what can be done about it? How can citizens affect change in their own communities and beyond?

These are just some of the big questions students will confront in Political Science courses at Rider University. Through these courses, students will examine politics at every level: local, state, national, international and global. They will acquire a variety of methodological skills and theoretical perspectives in order to develop a broad understanding of political institutions and processes, political cultures, and political actors. Students enjoy experiential learning in many of their courses, including Congressional simulations, mock trials, and creative problem solving in foreign policy.

Curriculum Overview

Students take courses in every subfield of political science:

- American politics
- comparative politics
- constitutional law
- political theory
- international relations

Beyond the Political Science major, the department also offers majors in Health Care Policy (p. 433) and Global Studies (p. 417); as well as minors in Homeland Security Policy (p. 449), Global Studies (p. 417), and Political Communication (p. 501).

We also offer a Master's degree in Homeland Security (p. 776), which Rider undergraduates can complete in one additional (fifth) year of study.

Rider's Political Science students have many opportunities for hands-on Engaged Learning:

- The Rebovich Institute for New Jersey Politics (<http://www.rider.edu/offices/services/rebovich-institute-new-jersey-politics>) places students in internships in NJ, PA, NY, DC and beyond, offering fellowships to support students during unpaid summer internships.

- The Institute also brings many noteworthy speakers to campus, including former Speaker of the House Newt Gingrich (R) and Rep. Bonnie Watson Coleman (NJ-D).
- Rider’s award winning Model United Nations (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/political-science/model-united-nations>) (MUN) team has received Outstanding Delegation (the highest award) eight out of the last nine years. Students in MUN earn course credit while preparing to represent their delegation in an annual week-long conference at the United Nations in New York City.
 - Washington Semester Program (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/political-science/washington-semester-program>) gives students the opportunity to intern in Washington, D.C. while taking courses at American University.
 - Student Global Village (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/global-studies/student-global-village-seminar-registration>)® courses allow students to take a semester long course virtually alongside students in Iraq and Northern Ireland.
 - Political Science faculty offer multiple teach-ins every semester, where they offer expert analysis of current events in politics. Students also lead teach-ins about their experiences outside the classroom, including Model UN.
 - In addition to joining the Political Science Club, students are encouraged to join the College Democrats and the College Republicans.

Our political science faculty members are active researchers and practitioners who bring their expertise into the classroom. Rider students find many opportunities to collaborate with faculty on research and present their work at disciplinary conferences. Recent research areas include:

- the politics of gas and oil pipelines
- campaign finance and political corruption
- the role of Hip Hop for under-privileged migrant youth
- world opinion and the Northern Ireland Peace Process
- the role of private military companies in African conflicts
- the role of ignorance in American politics and political thought

The study of politics and government is an important part of a well-rounded liberal arts education. Studying political science and the liberal arts will enhance a student’s skills in critical thinking, written and oral communication, and problem solving which will serve them well in any career. More and more business leaders, including Rider alumni, report that they seek precisely these skills in potential employees.

Graduates in Political Science pursue a wide range of careers and public service opportunities, as well as advanced study, including:

- local and national politics and government
- international politics and IGOs (international governmental organizations)
- non-governmental organizations (NGOs)
- Peace Corps and Teach for America
- community and political organizing
- think tanks and policy analysis
- business
- journalism

- education
- graduate and law school

Honors Program in Political Science

Political Science majors who have completed eight courses in political science with a cumulative average of 3.5 may request candidacy for graduation with honors in political science. Students should submit to the chairperson of the department early in their sixth semester (March 15 or October 15), an Independent Research and Study project signed by a faculty sponsor and approved by the department. Applicants typically enroll in POL 490 in their seventh semester to develop a thesis proposal. Upon approval, the honors candidate will enroll in POL 499.

Students also take a Senior Honors Thesis, for six credits, in the last semester. A substantive research work should be presented no later than April 1 or November 1 before a committee made up of the thesis advisor and two faculty members approved by the department. Honors in political science is awarded upon the successful completion and defense of the thesis.

Degree Offered

- B.A. in Political Science

Contact

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Program website: www.rider.edu/polsci (<http://www.rider.edu/polsci>)

Associated Department: Political Science Department

Related Programs

- Communication Studies (p. 331)
- Criminal Justice (p. 344)
- Homeland Security Policy (p. 449)
- Global Studies (p. 417)
- Pre-law (p. 346)

Political Science Major Requirements

(42 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Political Science		
POL 100	Intro to American Politics ¹	3
POL 102	Understanding Politics	3
POL 202	The Political System - Theories and Them	3
POL 450	Seminar in Political Science	3
Select one course from each of the following subfields:		
Political Theory		3
POL 239	Political Thinkers & Thought	
POL 340	Mod Democracy & its Critics	
POL 342	Freedom and Authority	

POL 343	American Political Thought I	
American Politics		3
POL 235	Race/Ethnicity in Amer Politic	
POL 305	Pol Parties & Electoral Behave	
POL 312	Congressional Politics	
POL 313	American Presidency	
Law and Public Policy		3
POL 300	U.S. Constitutional Law	
POL 301	Civil Liberties in the U.S.	
POL 325	Public Administration	
POL 326	Power in American Politics	
Comparative Politics		3
POL 216	Comparative Political Systems	
POL 320	Politics of the Middle East	
POL 365	Third World Politics	
International Relations		3
POL 215	Global Politics	
POL 225	Nationalism in World Politics	
POL 321	International Law	
POL 371	The Arab-Israeli Conflict	
Five political science electives, four of which must be at the 300 or 400 level		15
Total Credits		42

¹ Must be taken in the freshman year.

Political Science Minor Requirements

(21 credits)

Code	Title	Credits
POL 100	Intro to American Politics	3
POL 102	Understanding Politics	3
Five political science electives, three of which must be at the 300-level		15
Total Credits		21

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
POL 102	Understanding Politics	3
HIS 150	World History to 1500	3
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester

POL 100	Introduction to American Politics (Social Science Core Course 1 of 2) ³	3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Scientific Perspectives		3
Social Perspectives		3
Semester Credit Hours		15

Year 2

Fall Semester

Choose one of the following:		3
POL 239	Political Thinkers & Thought	
POL 340	Modern Democracy and Its Critics	
POL 342	Freedom and Authority	
POL 343	American Political Thought I	
Foreign Language		3
Philosophical Perspectives		3
Scientific Perspectives		3
Aesthetic Perspectives: Literature		3
Semester Credit Hours		15

Spring Semester

POL 202	The Political System - Theories and Themes	3
Choose one of the following:		3
POL 300	U.S. Constitutional Law	
POL 301	Civil Liberties in the U.S.	
POL 325	Public Administration	
POL 326	Power in American Politics	
Aesthetic Perspectives: Fine Arts		3
Two Elective Courses ²		6
Semester Credit Hours		15

Year 3

Fall Semester

Choose one of the following:		3
POL 305	Political Parties and Electoral Behavior	
POL 312	Congressional Politics	
POL 313	American Presidency	
POL 325	Public Administration	
Upper Level Political Science (POL) Elective		3
Three Elective Courses ²		9
Semester Credit Hours		15

Spring Semester

Choose one of the following:		3
POL 216	Comparative Political Systems	
POL 320	Politics of the Middle East	
POL 365	Third World Politics	
POL 366	Communist Systems: Politics and Policies	
Upper Level Political Science (POL) Elective		3
Three Elective Courses ²		9
Semester Credit Hours		15

Year 4

Fall Semester

POL 491	Internship in Political Science	3-4
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Choose one of the following:	3
POL 215 Global Politics	
POL 225 Nationalism in World Politics	
POL 321 International Law	
POL 371 The Arab-Israeli Conflict	
Upper Level Political Science (POL) Elective	3
Two Elective Courses ²	6
Semester Credit Hours	15-16
Spring Semester	
POL 450 Seminar in Political Science (Required)	3
Upper Level Political Science (POL) Elective	3
Three Elective Courses ²	9
Semester Credit Hours	15
Total Credit Hours for Graduation	120-121

¹ For course placement information see <http://www.rider.edu/offices-services/orientation/course-placement>

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ One Social Perspectives General Education Requirement is included in the major.

Courses and Descriptions

POL 100 Introduction to American Politics 3 Credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as HLS 100. Students may not get credit for both POL 100 and HLS 100.

POL 102 Understanding Politics 3 Credits

Introduction to the study of politics and government, including major political theories and ideologies, systems of government (i.e., presidential, parliamentary, authoritarian, totalitarian), public opinion and behavior, international relations and war, and contemporary policy issues. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

POL 200 NJ Government and Politics 3 Credits

Political institutions, processes, and problems of state and local governments of New Jersey. Analysis of legislative, executive, judicial, regulatory bodies, special districts, and autonomous agencies. Aspects of personnel, finance, and services.

POL 201 Policy Issues, Advocacy, and Budgeting 3 Credits

Surveys various domestic economic and social policy issues, the government budgeting process, and how citizens and groups advocate their interest through organizing, coalition-building and lobbying. Emphasis on developing practical skills in issue analysis, lobbying, legislative tracking, and public budgeting.

POL 202 The Political System - Theories and Themes 3 Credits

This course serves as a gateway to the subfields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings. The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as HLS 202. Students may not get credit for both POL 202 and HLS 202.

POL 203 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective. Note: This course is cross-listed as HLS 203. Students may not get credit for both HLS 203 and POL 203.

POL 204 Development and Structure of the US Intelligence Community 3 Credits

This course provides a historical review of intelligence following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence, and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal, with emphasis placed on interpreting and writing intelligence summaries. Note: This course is cross-listed as HLS 204. Students may not get credit for both POL 204 and HLS 204.

POL 205 Introduction to Public Policy 3 Credits

The course provides students with an introduction to the study of public policy by linking the theoretical with the practical. The course focuses on three areas of analysis: 1) descriptive 2) evaluative and 3) prescriptive. Students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options. Last the course provides examples of public policy problems through the substantive policy areas of health, environment and education.

POL 206 Healthcare Regulation and Governance 3 Credits

Health Regulation and Governance explores the institutions, processes and actors involved in governing and regulating the healthcare system in the US. The course engages the topic through the lens of federalism by examining the role of the Executive, Legislative and Judicial branches of government in regulating and governing healthcare at the national level as well as the role of the states in this policy area. Students will not only be introduced to the structure of regulation and governance of healthcare in the US, but will also be able to contextualize contemporary issues in healthcare in order to not simply addresses problems in the sector, but to also begin to identify solutions to issues that impact the population.

POL 210 Public Opinion 3 Credits

Public opinion as a social force and as expression of public sentiment on political and social issues. Topics include: development and dissemination of opinions, the measurement of public opinion, public opinion and governmental processes, and the reciprocal relationship between mass media and public opinion. Note: This course is cross-listed as GLS 210. Students may not get credit for both POL 210 and GLS 210.

POL 215 Global Politics 3 Credits

The struggle for power, wealth, and order at the global level involving nation-states, intergovernmental organizations (such as the United Nations, the European Union, etc.), non-governmental organizations, transnational enterprises and other non-state entities, using military, economic, diplomatic, legal, and communication instruments. Overview of global problems such as the proliferation of weapons of destruction, ethnic and religious conflicts, human rights, and the global environment at the threshold of the 21st century. Real-time use of the Internet is an integral aspect of this course in terms of readings and assignments. (This course is a prerequisite for POL 295 Special Projects in Political Science: Model United Nations.) Note: This course is cross-listed as GLS 215. Students may not get credit for both POL 215 and GLS 215.

POL 216 Comparative Political Systems 3 Credits

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

POL 218 Asian Political Systems 3 Credits

(Formerly the Pacific Rim in the 21st Century) This course aims to provide students with an understanding of the fundamentals of the government, politics, economic development as well as the history and culture of countries along the Pacific Rim. The countries examined include China, Taiwan, Hong Kong, Singapore, Japan, South Korea and North Korea. Students are expected to understand 1) the democratization wave and efforts across the Pacific Rim countries and regions, 2) the economic development of these countries and regions and the consequential sociopolitical impact, and 3) concepts of political institutions and political culture in a comparative perspective.

POL 219 Terrorism, Revolutions, and Political Violence 3 Credits

Revolutions are the mad inspiration of history. Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as GLS 219 and as HLS 219. Students may only get credit for one course: HLS 219, GLS 219, or POL 219.

POL 220 Terrorism & Counter Terrorism 3 Credits

This course introduces students to the arguments about the definition of terrorism, the historical use of terrorism and the roles of ideology, religion, and psychological factors that help explain and predict it. The course seeks to identify the components of national security policy aimed at countering such elements and their cost, both in financial and civil right terms. Finally, to illuminate both the definition and the policies discussed, the course will offer brief comparisons with other states, especially Israel, the UK, and Russia.

POL 225 Nationalism in World Politics 3 Credits

Nations and nationalism. An overview of nationalistic manifestations in the world today. Nations, states, nation-states. Multinational states, stateless nations. Imperialism, anti-imperialism; nativism vs. internationalism and globalism. Topics include nationalisms in the Holy Land; in the former Yugoslavia; in the former Soviet Union and its successor states; and economic Nationalism vs. Globalization. Note: This course is cross-listed as GLS 225. Students may not get credit for both POL 225 and GLS 225.

POL 230 Methods of Political Analysis 3 Credits

An overview of the various qualitative and quantitative methods that political scientists use to study their discipline. Themes include analyses of political participation and support, methods of studying elections, measures of political tolerance and liberalism.

POL 235 Race and Ethnicity in American Politics 3 Credits

Examines the changing political, economic, and social situation of racial and ethnic groups in American politics since the 1950s. Topics include the relationship between race/ethnicity and voting behavior, political parties, and election results. Includes an analysis of specific areas of contemporary racial and ethnic conflict, such as voting rights, immigration, and affirmative action.

POL 239 Political Thinkers & Thought 3 Credits

A survey of the most significant political thought from ancient times into the modern era. Subject matter includes discussion of such questions as the nature of freedom, natural law and right, constitutionalism, political obligation, justice, form of regime.

POL 247 Political Campaigning 3 Credits

This course entails the study of campaigning for political office at the federal, state and local levels in the United States. While attention will be given to how the broader political environment and specific factors, e.g., the decline in partisanship, hot button issues, local interests, and money, affect the nature of campaigns, the course's primary focus will be on how to organize and conduct a successful and ethical campaign, including how to collect and analyze pertinent data, manage a staff, develop a communications plan, and get out the vote.

POL 255 European Politics 3 Credits

A comparative analysis of the social and political systems of Britain, France, Germany and other Western countries within the European framework. Emphasis will be on the identification of ways in which countries similar in social characteristics are also similar in their political systems and on the extent and circumstances under which they differ. Similarities and contrasts will also be drawn with political structures and processes in the United States. This course, on occasion, may contain an optional travel component during January.

POL 260 Politics of Law and Order 3 Credits

The constitutional, legal, political, and administrative aspects of the criminal justice system in the United States are studied, including the court system at all levels of government, law enforcement agencies, correctional programs and institutions, probation, parole, and the relationship of our legal institutions to the broader political system.

POL 267 China in Transition 3 Credits

This course aims to provide students with an understanding of the history, government, politics, economic development as well as political culture of the People's Republic of China. Students are expected to acquire in-depth knowledge of China's political history, government structure and China's economic development and consequential sociopolitical impact. At the same time, students are expected to develop a basic understanding of the concepts of studying Chinese political institutions and political culture in a comparative perspective.

POL 270 Interest Groups and Lobbying 3 Credits

The course will introduce students to the area of interest groups and lobbying. Topics to be covered include theoretical developments, methodological approaches of group formation, organizational maintenance, and strategies used to influence public policy in the executive, legislative, and judicial branches of government.

POL 272 Politics of Latin America 3 Credits

The course will begin by discussing Latin American nations from the point of view of their common ancestry in European colonization, including the ways in which European cultural and economic patterns were introduced into indigenously populated areas, how these persisted after independence from European imperialist regimes and the U.S., and how these legacies have their continued effects into the present. The course continues with inquiry into the domestic politics and governmental systems of a number of Latin American nations. The course also takes up present day relations between Latin American political systems, the United States, and various organizations of the global economy such as International Monetary Fund, the World Bank, and the World Trade Organization.

POL 280 Sex & Politics 3 Credits

The bearing of gender upon politics: whether political activity is more characteristic of one or the other sex; the comparative fates of male and female in political society; the political implications of change in the content and mutual status of masculinity and femininity. Inquiry into classical, traditional, and contemporary views.

POL 295 Special Topics in Political Science 3 Credits

For non-seniors who engage in serious research in political science. Topic to be approved by instructor and department chairperson.

POL 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS 300. Students may not get credit for both HLS 300 and POL 300.

POL 301 Civil Liberties in the U.S. 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as HLS 301. Students may not get credit for both HLS 301 and POL 301.

POL 304 Political Behavior: Fear, Risk and Crisis 3 Credits

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior-e.g., voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. Note: This course is cross-listed as HLS 304. Students may not get credit for both POL 304 and HLS 304.

POL 305 Political Parties and Electoral Behavior 3 Credits

The structure, character, and functions of U.S. political parties and pressure groups, and their impact on public policy. Parties are analyzed within the broader scope of organizational theory and comparative party systems. Major emphases on their historical origins, their role in contemporary political life, and particular aspects of party politics—local organization, membership, campaigning and elections, policy-making roles, and leadership.

POL 306 Political Film 3 Credits

This course analyzes the structure, history, and impact of the genre of political film. It begins with a discussion of how one distinguishes a political film from other forms of cinema. It then proposes insights into the manner in which these films evoke a particular time and place in politics, affect the viewer's interpretation of a political event or figure, and have an effect upon a viewer's political perceptions or behavior. The student will also learn to review films critically, both as political statements and as effective (or ineffective) conveyors of political messages. Note: This course is cross-listed as GLS 306. Students may not get credit for both POL 306 and GLS 306.

POL 307 Political Communication 3 Credits

The meaning and uses of political communication are examined, the manner and forms such communication takes, and the history of political discourse. Major topics include the role of communication in elections and the development of public policy, how political communication strategies have changed with the rise of mass media, and the development of national and international publics for discourse. Note: This course is cross-listed as GLS 307. Students may not get credit for both POL 307 and GLS 307.

POL 309 Will China Be Next Superpower? 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of International Relations theories, which focuses on systematic transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources and consequences of different national approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. This course is cross-listed as GLS 309. Students may not get credit for both POL 309 and GLS 309.

POL 312 Congressional Politics 3 Credits

An intensive analysis of the legislative process in the United States, considering both the internal organization and operation of Congress, and Congress' role in the broader American political system. Fundamental issues include the theory and practice of representation; the committee system, seniority and expertise; executive and legislative interaction; and the politics of congressional reform.

POL 313 American Presidency 3 Credits

A description and analysis of the American presidency: its historical development, the internal organization, and ecological context. Basic issues include the intent of the framers of the Constitution, the historical accumulation of presidential powers, and institutional limits on presidential power (e.g., Congress and the bureaucracy).

POL 314 Congressional Power and National Security Policy 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. Last, the course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as HLS 314. Students may not get credit for both HLS 314 and POL 314.

POL 315 Global Issues 3 Credits

Military, economic, demographic, and environmental threats to global security in the post-Cold War era. Forces of transnational integration vs. forces of intrastate fragmentation. Inadequacy of international law and organization to deal with these problems within the confines of the sovereign nation-state system. Note: This course is cross-listed as GLS 315. Students may not get credit for both POL 315 and GLS 315.

POL 316 Presidential Power and National Security Policy 3 Credits

This course examines the development of the National Security State since the Second World War, and the ways in which it has affected, and been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of "national security", the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the "War on Terror." Note: This course is cross-listed as HLS 316. Students may not get credit for both POL 316 and HLS 316.

POL 317 Model United Nations 3 Credits

For non-seniors who engage in serious research in political science. Topic to be approved by instructor and department chairperson.

POL 320 Politics of the Middle East 3 Credits

The course emphasizes the relationships between social and political structures, the role of religion, and the problems of modernization in the Middle East. Similarities and contrasts will be drawn between the Arab and non-Arab countries of the Middle East. The political systems of Egypt, Syria, Israel and Saudi Arabia are examined in terms of political culture, structure, and political processes.

POL 321 International Law 3 Credits

This course covers the basic doctrines of international law and their relationship to the contemporary international community. These include the jurisprudence of international law; the history of the international legal system; customary international law; Treaty law; sovereignty, statehood and recognition; jurisdiction and immunities; the role of international organizations; international criminal responsibility; and the relationship of the international legal system to the U.S. domestic legal system. The objectives of international law are to foster the peaceful settlement of disputes; facilitate transnational communication and commerce; encourage respect for human rights; as well as to preserve the environment. This course is cross-listed as GLS 321. Students may not get credit for both POL 321 and GLS 321.

POL 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS 325. Students may not get credit for both HLS 325 and POL 325.

POL 326 Power in American Politics 3 Credits

Examines various explanations of who has power in American politics. Explores the roles of appointed and elected officials, business and interest groups, the media, and the general public in shaping public policy. Special attention to political change, including the impact of broad social movements on the responsiveness of the political system.

POL 327 Contemporary Issues in American Public Policy 3 Credits

An in-depth examination of current issues in American politics. Drunk driving, political corruption, drug policy, education, and poverty are among the issues to be considered. Emphasis on analyzing policy problems and on developing and evaluating proposed solutions.

POL 328 Environmental Politics 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

POL 329 Comparative Environmental Policy 3 Credits

Comparative Environmental Policy analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as GLS 329. Students may not get credit for both GLS 329 and POL 329.

POL 330 Geopolitics of Energy 3 Credits

Geopolitics of Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

POL 335 Urban Politics 3 Credits

Political structure and administration of municipalities in the United States. Emphasis on problems posed by suburbanization, global and regional shifts in business, economic dislocation, housing, race relations, and policing.

POL 340 Modern Democracy and Its Critics 3 Credits

The course examines the fundamental assumptions underlying modern democratic theories and the main theoretical attacks launched against them. Among the contending theories to be discussed are right and left-wing anarchism, the old and the new left, fascism, intellectual elitism, and techno-conservatism. Note: This course is cross-listed as GLS 340. Students may not get credit for both POL 340 and GLS 340.

POL 342 Freedom and Authority 3 Credits

Concepts of freedom and authority in 19th and 20th-century political theory. Emphasis on such important thinkers as Nietzsche, Freud, Sartre, Camus, and Marcuse. Note: This course is cross-listed as GLS 342. Students may not get credit for both POL 342 and GLS 342.

POL 343 American Political Thought I 3 Credits

The philosophical background and moral principles of American political society: liberty, equality, natural law and natural right; constitutionalism and nation-building. The development of the ideologies of liberalism, conservatism, and libertarianism are also covered.

POL 345 Justice 3 Credits

The existence of society over time requires high degree of predictability and hence laws, whether explicit or implicit. These derive their capacity to regulate life from the widespread notion that they are proper and that they should be obeyed. In a word, they accord to our notions of justice. These, however, are not stable. Resting on the understandings of man, society, nature and the relations between them, they develop under the impact of human thought and changing realities. The result is what can be compared to a layered cake. This course treats some of the main contributions made by philosophers from Plato to Rawls to our concept of justice and the manner by which they have shaped our concepts of justice in the US and West in general. Cases in which courts (mainly the US Supreme Court) made use and applied the thinking of earlier philosophies of justice will illustrate the process by which we adjust the boundaries between legality and criminality and determine how we should behave towards each other.

POL 346 Liberal Democracy in Times of Stress 3 Credits

This course examines historic and present day cases, ranging across Europe and the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so-called "states of exception." While in some cases such states have imposed mild and limited emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various states have behaved in emergency situations will be the major content of this course. Note: This course is cross-listed as HLS 346. Students may not get credit for both HLS 346 and POL 346.

POL 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold World War. Note: This course is cross-listed as HLS 350, GLS 350. Students may get credit for only one.

POL 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

POL 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS 361. Students may not get credit for both POL 361 and HLS 361.

POL 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as HLS 363. Students may not get credit for both HLS 363 and POL 363.

POL 365 Third World Politics 3 Credits

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly developed countries, military rule and democratization. Note: This course is cross-listed as GLS 365. Students may not get credit for both POL 365 and GLS 365.

POL 366 Communist Systems: Politics and Policies 3 Credits

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

POL 367 Politics of Exile, Asylum and Diaspora 3 Credits

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as GLS 367. Students may not get credit for both POL 367 and GLS 367.

POL 368 International Organizations 3 Credits

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as GLS 368. Students may not get credit for GLS 368 and POL 368.

POL 371 The Arab-Israeli Conflict 3 Credits

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah). Note: This course is cross-listed as GLS 371. Students may not get credit for both GLS 371 and POL 371.

POL 399 The Co-operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. IND 398 and (dept.) 399 combined cannot exceed 15 credits. Pass/fail. Prerequisite(s): junior standing and 2.75 GPA at the time of registration.

Corequisite(s): IND 398 The Co-operative Experience Seminar.

POL 415 Political Internship 3-6 Credits**POL 450 Seminar in Political Science 3 Credits**

A multidimensional framework within which to integrate the variety of perspectives and methodologies extant in the field of political science. Topics for discussion and analysis may range from broad concepts of political discourse such as power and interdependence to specific political issues such as executive-legislative relations and judicial policymaking.

POL 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

POL 491 Internship in Political Science 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

POL 499 Senior Honors Thesis 3-6 Credits

Majors having completed the department's core requirements and having a minimum GPA of 3.5 in political science courses may apply for honors in their sixth semester. Applicants enroll in POL 490 Independent Research and Study in their seventh semester to develop and submit a thesis proposal to the department. With departmental approval, applicants prepare an honors thesis in their last semester. Upon acceptance of the thesis by the department, the student will be graduated with honors in political science.

Professional Writing

Overview

The Certificate in Workplace Writing enables students in any major to earn a separate career-focused credential. This 12-credit program is

designed to fortify qualifications for employment in many fields and enhance preparation for success in the workplace. Students may choose from a range of applied-writing courses regularly offered by the Department of English.

Admission Requirements

Admission to the program requires completion of CMP 125 with a final grade of C+ or better. English majors are eligible to apply.

Degree Offered

- Certificate in Workplace Writing

Contact

Mary Morse, Ph.D.
Professor, Department of English
Fine Arts 335
609-895-5570
mmorse@rider.edu

Associated Department: (mmorse@rider.edu)English (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/english>)

Certificate Requirements

(12 credits)

Code	Title	Credits
Any four courses (12 credits) from the list below, including at least two Workplace Writing courses (ENG 321, ENG 322, ENG 323, ENG 324, ENG 407) and no more than one grammar-focused course (ENG 236, ENG 336).		
ENG 236	Applied Grammar & Syntax	3
ENG 318	Food Writing	3
ENG 321	Business & Professional Contexts	3
ENG 322	Grant Proposals, Fundraising and Development	3
ENG 323	Reviewing and Publishing	3
ENG 324	Workplace Writing: Online Contexts	3
ENG 336	Grammar and Style	3
ENG 405	Advanced Prose Style	3
ENG 407	Advanced Workplace Writing	3
ENG 490	Independent Study: Research and Creative Expression (if focused on workplace-related writing)	1-4
Total Credits		28-31

Program Completion and Certification

To earn the Certificate in Workplace Writing, students must complete the selected courses with an average grade of B or better. In addition, students must submit a final e-portfolio representing their best work from each of the courses taken, including a short commentary on each piece. The portfolio must meet English Department standards for competency and completeness.

Courses and Descriptions

ENG 236 Applied Grammar & Syntax 3 Credits

This course offers a review of the essential elements of English grammar and syntax and fosters understanding of how these elements work in notable argumentative and expository writing as well as in the student's own compositions. Focus is on both expert reading and effective writing. Changing attitudes toward usage, including influence of digital media on language use, are discussed. May be taken as preparation for, or independently of ENG 336, which addresses grammar, syntax, and style at a more advanced level.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 318 Food Writing 3 Credits

Food Writing is a thematically based course in essay writing. It develops students' ability to write effective informal prose while also extending their knowledge about food sources, preparation, and consumption. They learn through readings and exercises, however, that food writing is about more than food. It encompasses the pleasures of the table, history, culture, science, and politics.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 321 Workplace Writing 3 Credits

Students practice writing effectively to achieve specific purposes in typical business and professional workplace environments. Genres include various kinds of internal and external communication, including print and social media, for a range of audiences.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 322 Workplace Writing: Grant Proposals, Fundraising and Development 3 Credits

Students employ their analytical and writing skills to research and write grants for non-profit organizations in their local or regional communities. Fundraising and development activities on behalf of area organizations introduce them to career opportunities in this growing field.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 323 Workplace Writing: Reviewing and Publishing 3 Credits

Students learn to write arts and literary criticism through studying the work of prominent critics in literature, theatre, film, dance, visual arts, and music. Students learn how to market themselves as potential reviewers for print and online publications.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 324 Workplace Writing: Online Contexts 3 Credits

This course will help students adapt their writing to online environments. A writing-intensive course grounded in rhetorical principles, it focuses upon planning, writing and producing online texts distributed entirely through virtual portals. Genres include E-mail, instant messages, text messages, blogs, wikis, workplace social-media, and online team collaborations.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 336 Grammar and Style 3 Credits

By building a comprehensive knowledge of the conventions of English grammar, punctuation and syntax, students will learn how to analyze the way words, phrases, sentences, and paragraphs work in expert writing, and they will apply this knowledge to their own writing. Emphasis is on argument, exposition, and analysis.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 405 Advanced Prose Style 3 Credits

Students analyze prose styles in English from the Renaissance to the present, focusing on the development of syntax, diction, and content. Students will be encouraged to imitate stylistic models and to develop their own prose style.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 407 Advanced Workplace Writing 3 Credits

Students will learn to adapt their writing skills to match specialized writing needs in publishing; corporate and personal finance; health, medicine, science, and technology. This course helps students build a portfolio and introduces them to corporate and freelance writing opportunities in our NJ/PA/NY area.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. To count toward the Certificate in Workplace Writing, an ENG 490 project must focus on workplace-related writing and be structured to include substantial formative feedback and revision. No more than one ENG 490 may be counted toward the certificate.

Prerequisite(s): completion of composition requirements or permission of instructor.

Psychology

Program Overview

The psychology major is designed to meet the needs of various types of students and to develop a broad understanding of the many topic areas within the field of psychology.

The program is committed to helping students understand and appreciate both the scientific foundations and human service aspects of the field of psychology; develop and apply oral, written, analytical and critical-thinking skills applied to psychological issues, questions and problems; understand issues in contemporary psychology and recognize and apply psychological knowledge in order to provide solutions to real world problems and develop both interpersonal and intrapersonal knowledge through academic experiences and extra-curricular activities.

The program is designed to foster self-awareness and personal growth, the development of leadership skills and a respect and understanding for human development and human diversity.

More information is available on the Department's website: Department of Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology>)

Curriculum Overview

The curriculum develops the fundamental skills that predict success in the profession of psychology, human services, corporate jobs, education and graduate school. Classes stress the development of writing skills, both technical report writing and literature research papers and provide a range of instruction on the statistical data analysis, online control of laboratory experiments, text processing and presentation software. In fieldwork placements, students gain work experience in a variety of human services programs within the community.

Members of the psychology faculty encourage students to become involved in research projects. Many Rider psychology seniors bound for graduate school receive offers of substantial financial aid in the form of assistantships and tuition waivers. These offers are made because our majors carry out research of high quality. Students have coauthored journal publications with the faculty and presented papers at regional and national conferences. Laboratories are always open for students and faculty supervision is always available.

Honors Program in Psychology

A student may receive honors in psychology by fulfilling the following conditions beyond the basic requirements for the psychology major: complete one Independent Research and Study project (490); earn a cumulative average of 3.25 and an average of 3.5 in psychology at the time of graduation.

Degrees Offered

- B.A. in Psychology

Contact

Elaine Scorpio, Ph.D.

Associate Professor and Chairperson
Science Hall 319D
609-896-5343
escorpio@rider.edu

Program Website: Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology>)

Associated Department: Department of Psychology

Related Programs

- Organizational Psychology (p. 490)
- Applied Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychologyfour-plus-one-ma-applied-psych>)
- Behavioral Neuroscience (p. 308)

Requirements for the Major

(40-41 credits)

Note: A grade of "C" or better is required in each Psychology course in order for the course to be counted toward the major.

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Required Psychology Courses		
Take all 3 in sequence:		9

PSY 100	Intro To Psychology	
PSY 105	Introduction to Research in Psychology	
PSY 201	Statistics and Research Design	
Upper Division Methods Courses		
Select one of the following:		4
PSY 302/PSY 302L	Research Methods: Cognition	
PSY 303/PSY 303L	Research Methods: Social Psychology	
PSY 306/PSY306L	Research Methods: Sensation/Perception	
PSY 329/PSY 329L	Research Methods in Organizational Psychology	
PSY 335/PSY 335L	Resrch Methds:human Cognitive Neurosci	
PSY 336/PSY 336L	Research Methods: Animal Learning & Behv	
PSY 339/PSY 339L	Research Methods in Applied Behavior Analysis	
PSY 340/PSY 340L	Research Methods: Group Dynamics	
PSY 350/PSY 350L	Research Methods: Developmental Psych	
Lower Level		
Select four courses from at least three different areas:		12
Applied		
PSY 210	Organizational Psychology	
PSY 212	Introduction to Applied Behavior Analysis	
PSY 279	Psychology and Law	
PSY 283	Sport Psychology	
Adjustment and Psychopathology		
PSY 220	Abnormal Psychology	
Personality and Social		
PSY 215	Personality	
PSY 218	Psychology of Women	
PSY 240	Social Psychology	
Human Development		
PSY 230	Child Development	
PSY 231	Youth and Adolescent Development	
PSY 250	Psychology of Aging	
Cognition		
PSY 225	Learning and Memory	
PSY 226	Cognitive Psychology	
PSY 237	Cognitive Disabilities	
Biological Foundations		
PSY 238	Sensation and Perception	
PSY 255	Biopsychology	
Directed Learning		
PSY 295	Directed Study in Psychology	
PSY 299	Field Placmt in App. Behv Analy	
Upper Level		
Select four of the following:		12
PSY 305	Theories of Psychotherapy	
PSY 315	Psychological Tests	

PSY 324	Play and Imagination
PSY 325	Cognitive Development
PSY 330	Developmental Disabilities
PSY 333	Autism Spectrum Disorders
PSY 345	Health Psychology
PSY 360	Psychology of Peace & Conflict
PSY 365	Drugs and Human Behavior
PSY 367	Creativity and Innovation
PSY 372	States of Consciousness
PSY 373	Cyberpsychology
PSY 374	Psychology of the Family
PSY 375	Psychology and Film
PSY 377	Developmental Psychopathology
PSY 381	Psychology of Gender
PSY 382	Aging, Brain, and Cognition
PSY 383	Psychology and Culture
PSY 384	Positive Psychology
PSY 385	Death, Dying and Suicide
PSY 388	Learning and the Experimental Analysis of Behavior
PSY 389	Professional Issues in ABA
PSY 395	Special Topics in Psychology

Capstone Experience

Select one capstone experience from the following: 3-4

Applied Experience

EDU 465	Student Teaching and Seminar
PSY 491	Internship in Psychology (105-139 hours = 3 credits, 140+ hours = 4 credits)

Foundations of Psychology

PSY 400	Senior Seminar
PSY 420	History of Psychology
PSY 490	Independent Study: Research and Creative Expression

Total Credits 40-41

Psychology Minor Requirements

(18 credits)

Code	Title	Credits
Required Course		
PSY 100	Intro To Psychology	3
Lower Division (choose 2 courses)		6
PSY 201	Statistics and Research Design	
PSY 210	Organizational Psychology	
PSY 212	Introduction to Applied Behavior Analysis	
PSY 215	Personality	
PSY 218	Psychology of Women	
PSY 220	Abnormal Psychology	
PSY 225	Learning and Memory	
PSY 226	Cognitive Psychology	
PSY 230	Child Development	
PSY 231	Youth and Adolescent Development	
PSY 237	Cognitive Disabilities	

PSY 238	Sensation and Perception	
PSY 240	Social Psychology	
PSY 250	Psychology of Aging	
PSY 255	Biopsychology	
PSY 279	Psychology and Law	
PSY 283	Sport Psychology	
Upper Division (choose 3 courses)		9
PSY 305	Theories of Psychotherapy	
PSY 315	Psychological Tests	
PSY 324	Play and Imagination	
PSY 325	Cognitive Development	
PSY 330	Developmental Disabilities	
PSY 333	Autism Spectrum Disorders	
PSY 345	Health Psychology	
PSY 360	Psychology of Peace & Conflict	
PSY 365	Drugs and Human Behavior	
PSY 367	Creativity and Innovation	
PSY 372	States of Consciousness	
PSY 373	Cyberpsychology	
PSY 374	Psychology of the Family	
PSY 375	Psychology and Film	
PSY 377	Developmental Psychopathology	
PSY 381	Psychology of Gender	
PSY 382	Aging, Brain, and Cognition	
PSY 383	Psychology and Culture	
PSY 384	Positive Psychology	
PSY 385	Death, Dying and Suicide	
Total Credits		18

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
PSY 100	Introduction to Psychology	3
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
Foreign Language ¹		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15
Spring Semester		
PSY 105	Introduction to Research in Psychology	3
200 Level Psychology Course		3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Foreign Language		3
Semester Credit Hours		15

Year 2

Fall Semester

PSY 201	Statistics and Research Design	3
200 Level Psychology Course		3
Aesthetic Perspectives		3
Social Perspectives		3
Scientific Perspectives		3
Semester Credit Hours		15

Spring Semester

300 Level Psychology Research Method wLab		4
200 Level Psychology Course		3
200 Level Psychology Course ²		3
Philosophical Perspectives		3
Social Science Core (2 of 2)		3
Semester Credit Hours		16

Year 3

Fall Semester

Psychology 300 Level Course		3
Psychology 300 Level Course		3
Aesthetics Perspectives: Fine Arts		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Spring Semester

Psychology 300 Level Course		3
Psychology 300 Level Course		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Year 4

Fall Semester

Senior Level Requirement - one of the following:		3
PSY 400	Senior Seminar	
PSY 420	History of Psychology	
PSY 490	Independent Study: Research and Creative Expression	
PSY 491	Internship in Psychology	
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15

Spring Semester

Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Elective Course Credits ²		3
Semester Credit Hours		15
Total Credit Hours for Graduation		121

- ¹ For course placement information please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).
- ² Please note that elective credits may be used to complete requirements in a second major or minor.

4 + 1 Master's in Applied Psychology

The 4+1 Masters in Applied Psychology, Applied Behavior Analysis concentration, is designed for students who wish to combine undergraduate study in psychology leading to a Bachelor's of Arts degree with graduate study leading to a Masters of Arts in Applied Psychology.

The admission process for this program ensures that only capable students are enrolled. Freshman students are encouraged to seek advice about the program from their advisor and the program coordinator.

The following courses must be completed if the student intends to apply to the program: PSY 212 Introduction to Applied Behavior Analysis and PSY 299 Field Placement in Applied Behavior Analysis. PSY 299 is intended to assist the student in determining if the program is a good match for them. During the first semester of the junior year, the student will formally apply to the Applied Psychology program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Applied Psychology program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Applied Psychology program;
- An interview with faculty from the Applied Psychology program; and
- Completion of PSY 212 and PSY 299.

Students accepted into the Applied Psychology program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the BA degree when they complete the requirements for that degree in psychology. The MA will be awarded upon completion of the Applied Psychology requirements.

Courses and Descriptions

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, research findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 110 Psychology: The Science of Well-being 3 Credits

This course uses theory and methods of psychology to examine the question: How to make a good life? Students will learn how psychology examines the ways motivation, intellect, relationships, self-respect and a healthy lifestyle contribute to happiness, well-being, and flourishing. Students will learn how psychology examines human nature through observation and experimentation. Students will understand how psychology applies research to improve human well-being. Students will leave the course with a better understanding of themselves and their connection to others, and apply their self-knowledge to their personal goals and relationships. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 131 The Science of Mental Illness 3 Credits

The Science of Mental Illness explores the biological bases of mental health and mental illness, focusing on anxiety, mood disorders, schizophrenia, and Alzheimer's Disease. This course examines the neural networks of these conditions, common psychiatric medications for treating them, studies of the long-term efficacy and effects of using psychiatric medications, and the psychological and biological capacities for improving mental health. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 210 Organizational Psychology 3 Credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

Prerequisite(s): PSY 100.

PSY 212 Introduction to Applied Behavior Analysis 3 Credits

Presents a review of classical and operant conditioning, data collection and research design, data analysis and interpretation. In addition, assessment and treatment strategies in a variety of settings, contingency management in institution, classroom and home, systematic self-desensitization, and ethical consideration are discussed.

Prerequisite(s): PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 218 Psychology of Women 3 Credits

Examines the psychological development of women in our culture from birth to maturity, with an emphasis on the interaction of biological and social influences on personality, social behavior, and achievement of women. Investigates psychological sex differences in terms of current measurement approaches. Readings and text are drawn from psychological theory and research.

Prerequisite(s): PSY 100.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. **Prerequisite(s):** PSY 100.

PSY 226 Cognitive Psychology 3 Credits

The study of the mind has been the focus of psychology since its inception in the 19th century. Today, the majority of psychological research focuses on the cognitive system and its biological basis. This course will provide an overview of knowledge regarding the components of the human cognitive system (e.g., attention, memory, executive processes) and how they form the basis for higher-order cognitive skills (e.g., language and decision making). The course will provide a history of the field and the methodologies that have been and are currently being used to study the human mind. Each section of the course will include an overview of basic and applied research to demonstrate how knowledge of the cognitive system can be used to enhance human functioning in applied settings and better understand human limitations and tendencies to commit certain types of errors.

Prerequisite(s): PSY 100.

PSY 230 Child Development 3 Credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

PSY 231 Youth and Adolescent Development 3 Credits

Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

PSY 237 Cognitive Disabilities 3 Credits

Investigates various types of intellectual differences, focusing on etiology, methods of diagnosis, programs and services available to individuals and families. Considers problems relating to adjustment in academic, social, and vocational areas.

PSY 238 Sensation and Perception 3 Credits

The facts and theories of sensation and perception, their role in the total psychology of the individual, and current application are examined.

Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 250 Psychology of Aging 3 Credits

This survey course focuses on basic psychological issues in the aging process and in the elderly. It examines myths and stereotypes about aging and the elderly by way of research evidence pertaining to physical, psychological, and social changes accompanying aging.

Prerequisite(s): PSY 100.

PSY 255 Biopsychology 3 Credits

Basic biological structures and processes underlying behavior, including general neuroanatomy and neurophysiology; sensory physiology; structure and function of the motor systems; physiology of emotions, motivation, learning, memory; brain dysfunction; psychoactive drugs.

Prerequisite(s): PSY 100.

PSY 279 Psychology and Law 3 Credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making

Prerequisite(s): PSY 100.

PSY 283 Sport Psychology 3 Credits

This survey course will focus on the social and psychological factors related to performance and participation in sport and exercise, health, and injury rehabilitation settings. Two general questions will be explored: (a) how do social and psychological variables influence performance and participation in physical activity pursuits? And (b) how does physical activity participation affect the psychological well-being of the individual? To better understand these questions, this course will overview theoretical and methodological approaches to a variety of sport and exercise psychology topics, including: socialization, motivation, group processes, competition, and performance enhancement. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): PSY 100.

PSY 295 Directed Study in Psychology 1-4 Credits

Provides an opportunity for students to obtain research experiences in psychology. Consists of a combination of project meetings, assigned readings and supervised research. Each student will work with a selected faculty member on a topic of mutual interest. Projects may include learning some components of research methods and applying these techniques to the collection and analysis of data. Provides focused reading and discussion as it relates to each student's research topic.

Prerequisite(s): PSY 100; psychology majors or minors and permission of instructor and chair.

PSY 299 Field Placement in Applied Behavior Analysis 1-4 Credits

The practicum provides hands-on experience using the tools of applied behavior analysis in a field setting. Provides supervised field placement experience in an approved institution or agency in order for students to gain knowledge in applications of applied behavior analysis. Placement is made in various community institutions and agencies that offer services to diverse populations.

Prerequisite(s): PSY 100, PSY 212.

PSY 302 Research Methods: Cognition 4 Credits

Provides students with an in-depth coverage of the expanding field of cognition and memory. Addresses issues and research within the field. Emphasis is on current views of human memory. Students learn how to design and conduct their own experiments from the topic areas of information processing, psycholinguistics, problem solving, learning and memory, social cognition, and cognitive neuroscience. Laboratory skills include programming computers, developing multimedia stimuli, recording psycho-physiological data, and composing an APA-format research report in a network-based writing lab. Prerequisite(s): a grade of "C" in PSY 201; PSY 225, PSY 237 or PSY 325 or permission of instructor. **Corequisite(s):** PSY 302L.

PSY 302L Research Methods: Cognition Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 302.

PSY 303 Research Methods: Social Psychology 4 Credits

Covers research methodology within the context of social psychology (i.e., topics include altruism, aggression, attraction and social perception). Both experimental and descriptive methodologies will be covered. Students learn about various aspects of the research process (e.g., design and execution of a social psychological study, analyzing and interpreting the results). Students also learn to integrate their research findings to produce an APA-style paper. Students use computer-based word processing and statistical analysis packages to achieve these goals. Prerequisite(s): a grade of "C" in PSY 201; PSY 240 or PSY 279 or permission of instructor.

Corequisite(s): PSY 303L.

PSY 303L Research Methods: Social Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 303.

PSY 305 Theories of Psychotherapy 3 Credits

An exploration of the history and theory of the psychoanalytic, behavioral, and humanistic approaches to psychotherapy. Comparisons and contrasts between these therapeutic modalities are discussed, as well as the theory underlying specific therapeutic techniques such as dynamic interpretations, dream analysis, the analysis of resistance and transference, counter-conditioning, modeling, and cognitive restructuring. Class exercises in addition to transcripts and tape recordings from therapy sessions are used to illustrate the various therapeutic approaches.

Prerequisite(s): PSY 215 or PSY 220 or permission of instructor.

PSY 306 Research Methods: Sensation & Perception 4 Credits

Provides instruction in research design, research methods, and integration of data analysis and methodology within the content framework of sensation and perception. All the general psychology research methods are taught. Special emphasis is given to the study of human vision and audition. Students design, conduct, and report laboratory research in the areas of sensation and perception. The computer-based components of the laboratory include lessons on interactive software instrumentation for research, and network-based technical writing using APA format. Projects are conducted during the term. Each student uses a dedicated networked Macintosh computer to: a) develop and generate research stimuli and procedures, b) analyze and report research data, and c) write formal research reports. Prerequisite(s): a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 306L.

PSY 306L Sensation & Perception Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 306.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 324 Play and Imagination 3 Credits

This course surveys two of the most important manifestations of children's imagination: pretend play and imaginary companions. It will discuss the evolution of play, the purpose of play, the role of play in the development of creativity, and individual differences in play (e.g., among children of different gender, cultures, and ability levels). Finally, it will discuss the application of play to therapeutic methods for children.

PSY 325 Cognitive Development 3 Credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

Prerequisite(s): PSY 100.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 330 Developmental Disabilities 3 Credits

Introduces students to the genetic, biological, sensory-motor, cognitive, and social-emotional foundations of developmental disabilities. Selected syndromes will be reviewed in depth, as will treatments and intervention at the individual and family levels.

Prerequisite(s): PSY 230, PSY 231 or PSY 237.

PSY 333 Autism Spectrum Disorders 3 Credits

Provides students with a general understanding of the etiology, neurocognitive underpinnings, and general characteristics of the autism spectrum disorders. The course will examine the history of the study of these disorders, the main problems associated with these conditions, and will explore psycho-educational treatment alternatives.

Prerequisite(s): PSY 230, PSY 231, PSY 237, or PSY 330.

PSY 335 Research Methods: Human Cognitive Neuroscience 4 Credits

Covers the interdisciplinary study of the nervous system integrating neurobiology, physiology, pharmacology, and psychology as explanations for both normal and pathological human behavior. Topics integrate molecular levels of analysis, such as neuron structure and function, neurotransmitters, action potentials, and receptors, with molar levels, such as sensory and hormonal processes, learning and memory, emotions, drug use, and biological rhythms. Introduces research techniques used to study the function of the nervous system and the neural bases of behavior in humans. Neuroanatomical, electrophysiological, pharmacological, and neuropsychological assessment techniques may be explored as part of laboratory or field research projects designed in collaboration with the instructor. **Prerequisite(s):** grade of "C" or better in PSY 201 and PSY 255 or permission of instructor.

Corequisite(s): PSY 335L.

PSY 335L Research Methods: Human Cognitive Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 335.

PSY 336 Research Methods: Animal Learning & Behavior 4 Credits

Provides a comprehensive overview of the acquisition and modification of the behavior of animals, especially on laboratory strains of rodents and pigeons. Core topics include respondent and operant conditioning, animal cognition, observational learning, animal safety and welfare, single-subject and between-groups approaches to methodology, and the statistical analysis of the results of studies of behavior. The laboratory component of the course provides a comprehensive overview of animal handling and maintenance, animal welfare, and the recording of experimental results. Two substantial projects are undertaken; demonstration of a conditioned taste aversion and its effect upon the acquisition and extinction of an operant (bar press) response and subsequent discrimination and reversal learning. Results of both projects are written into APA-formatted reports. **Prerequisite(s):** a grade of "C" in PSY 201, PSY 225 or permission of instructor.

Corequisite(s): PSY 336L.

PSY 336L Animal Learning and Behavior Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 336.

PSY 339 Research Methods in Applied Behavior Analysis 4 Credits

This upper-level laboratory course will provide students with in-depth study of the principles and applications of Applied Behavior Analysis. Students will examine behavioral principles, ethical considerations and real-life applications of ABA. Each student will design and implement a self-management plan to alter a behavior of their choosing. **Prerequisite(s):** PSY 100.

Corequisite(s): PSY 339L.

PSY 339L Research Methods in ABA Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 339.

PSY 340 Research Methods: Group Dynamics 4 Credits

Focuses on selected issues pertaining to group dynamics. Emphasizes an understanding of the personality and social factors that influence the functioning of unstructured and task-oriented groups. Students participate in a task group for the purpose of conducting a comprehensive research project on selected issues in group dynamics and the psychology of groups. The task group prepares an APA-style paper describing their research as well as an in-class presentation. Each student also submits a midterm and final written analysis of the interactional processes and development of the task group. **Prerequisite(s):** a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 340L.

PSY 340L Group Dynamics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 340.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 350 Research Methods: Developmental Psychology 4 Credits

Focuses on one or more research areas in cognitive, personality, or social development. Includes an overview of major theoretical approaches to age-related change. Students review original research on selected aspects of behavioral change. The laboratory component of the course presents an overview of developmental research designs and methods focusing on the measurement of age-related change in psychological functioning. Students conduct field research projects designed in collaboration with the instructor and prepare an APA-style research report. **Prerequisite(s):** a grade of "C" in PSY 201 and PSY 230 or permission of instructor.

Corequisite(s): PSY 350L.

PSY 350L Developmental Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 350.

PSY 360 Psychology of Peace & Conflict 3 Credits

This course examines issues related to peace, conflict, violence, and conflict resolution. Theories and strategies that suggest ways of reducing and eliminating conflict are discussed. Psychological and social causes and consequences of violence and nonviolence are considered.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 367 Creativity and Innovation 3 Credits

What is creativity, and how do we measure, study, and enhance it? This course will survey the modern theories of creativity from a psychological perspective, with an emphasis on the processes that underlie creative thinking and the variables that influence creative idea generation. Specific topics will include: convergent and divergent thinking, the role of the unconscious in creative ideation, flow and mindfulness, individual and group creativity, techniques such as brainstorming and creative problem solving, the neuroscience of creativity, the role of motivation, and creativity and innovation in organizations. Discussions of theoretical findings will be complemented by in-class activities and assignments that highlight applications to day-to-day living and to larger-scale challenges that require creativity and innovation.

Prerequisite(s): PSY 100.

PSY 372 States of Consciousness 3 Credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

Prerequisite(s): PSY 100.

PSY 373 Cyberpsychology 3 Credits

Cyberpsychology is the study of how emerging computer technologies, especially social media, affect the way people think, feel, and behave both online and in the face-to-face world. This course explores a wide range of topics concerning this rapidly developing field of psychology, including how individuals, interpersonal relationships, and groups function in cyberspace with both positive and negative consequences for mental health. It emphasizes an understanding of the basic concepts of cyberpsychology along with the implications of this knowledge for improving wellbeing in the digital age.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 375 Psychology and Film 3 Credits

Attitudes, perceptions and memories are shaped by motion pictures. Filmmakers create enduring images by using cinematic techniques to portray social and interpersonal themes. This course will examine various cinematic techniques as well as how film portrays interpersonal relations, gender roles, race relations, mental illness, The Holocaust, and other genocides.

Prerequisite(s): PSY 100.

PSY 377 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

Prerequisite(s): PSY 230 or PSY 231.

PSY 381 Psychology of Gender 3 Credits

This course examines the meaning of sex and gender in modern society. The course readings and discussion will review and analyze the influence of gender on human behavior and emotions. The course will examine the significance of gender in shaping experience. Topics will include: gender differences in behavior, gender role development, gender and sexual identity, gender and social roles, cross-cultural perspectives on gender and transcending gender.

Prerequisite(s): PSY 100, PSY 218 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

PSY 383 Psychology and Culture 3 Credits

Students enrolled in this course will critically examine the intersection of culture and psychology. Topics covered include cultural influences on: identity, the perceptions and manifestations of mental illness, and treatment seeking.

Prerequisite(s): PSY 100.

PSY 384 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 384 is crosslisted with PSY 584.

Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.

Prerequisite(s): PSY 100.

PSY 386 Introduction to Child Life: Working with Children and Families in Healthcare Settings 3 Credits

The course provides the student with an introduction to the practice of Child Life in healthcare settings, serving as an educational foundation for those interested in pursuing a Child Life internship or other career working with children and families in a healthcare setting. Child Life programs seek to promote optimum development of children, adolescents, and families within a healthcare setting by helping to maintain normal living patterns and minimizing psychological trauma. Various theoretical positions related to the field (including but not limited to child development, play, stress, illness, trauma, and bereavement) will be described and their implications discussed. Classroom activities and assignments will help to develop relevant clinical skills including therapeutic play techniques, procedural preparation and support, coping strategies, child assessment, promoting advocacy/family-centered care, and health education. Official documents created by the Child Life Council, the certifying body for the field, will be reviewed, in addition to other seminal Child Life publications. The necessity for evidence-based practice will be discussed and relevant empirical studies will be presented (including those conducted in analogous academic fields such as developmental pediatrics and behavioral medicine).

Prerequisite: PSY 230.

PSY 388 Learning and the Experimental Analysis of Behavior 3 Credits

Students will review principles of behavior covered in PSY 212 Intro to ABA and move into more complex concepts and principles of behavior analysis including respondent behavior, respondent conditioning, motivating operations, schedules of reinforcement, and verbal operants. Students will also learn elements of behavior change and specific behavior-change procedures including: verbal behavior training, discrete trial training, interventions based on motivating operations and discriminative stimuli, and stimulus equivalence procedures.

PSY 389 Professional Issues in ABA 3 Credits

This course will provide students interested in working in the field of applied behavior analysis at the bachelor's level content based on the task list of the Behavior Analyst Certification Board (BACB). The course covers ethical and professional considerations relevant to the profession of applied behavior analysis as well as ethical and disciplinary standards of the profession. In addition, the course covers behavioral assessment and intervention, competency-based training, and evaluating the effectiveness of behavioral programs. Students will also have the opportunity to read seminal and current research literature on the topics.

PSY 395 Special Topics in Psychology 3 Credits

This course examines contemporary issues in psychology, with the particular topic varying each time it is offered. New directions in the field and/or current controversies will be the focus. Past offerings include Positive Psychology, Creativity, and Brain Games.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 420 History of Psychology 3 Credits

Provides a coverage of systems and schools of psychology; great psychologists, their contributions, and later influence in psychology. Current psychological problems are also discussed.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

PSY 491 Internship in Psychology 1-4 Credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology.

Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.

Prerequisite(s): senior psychology majors or minors.

Public Relations

Program Overview

The field of public relations is one of the fastest-growing and most rewarding professions in today's information-based global economy.

As Public Relations majors at Rider University, students learn how organizations and individuals proactively manage communication challenges and opportunities in real world contexts. In classes lead by expert professors as well as professionals in the field, students examine case studies and current trends, as well as explore the importance of cultivating and maintaining productive relationships with clients, the media and opinion leaders. Throughout the program, students sharpen their skills by developing print and Web-based communication materials, planning and organizing events, and creating an effective presence on social media. In the capstone course, students work with local corporate or nonprofit clients to learn all facets of planning and executing a public relations campaign.

Outside the classroom, Rider's Public Relations majors are encouraged to gain experience by working as interns in a variety of fields including fashion, sports, healthcare, government or a number of other exciting industries. In addition, students have the opportunity to join the nationally recognized Rider chapter of the Public Relations Student Society of America (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism/club-activities>).

The Public Relations Student Society of America (PRSSA) is the foremost organization for students interested in public relations and communication. The organization seeks to advance the public relations profession by nurturing generations of future professionals. As a chartered chapter of the national organization, Rider University's Public Relations Major meets rigorous academic standards for public relations education, and subscribes to the highest ethical principles and diversity in the profession.

PRSSA is made up of more than 11,000 members in more than 300 chapters worldwide. Joining PRSSA gives you access to a variety of member benefits that will enhance your education, broaden your professional network, and launch your career. At the local level, the Rider University Chapter offers opportunities to meet leaders in the field through agency tours, guest speakers, workshops, professional mentoring, and trips to regional and national conferences. The Rider Chapter also provides opportunities to build your public relations portfolio through the chapter's activities including social media, event planning,

and public relations consulting activities. Dr. Nancy Wiencek (<http://www.rider.edu/faculty/nancy-wiencek>) is the advisor.

For more information, please visit the Rider University Chapter of PRSSA social media pages: Facebook (<http://www.facebook.com/RiderPRSociety>) and Twitter (<http://twitter.com/riderprsociety>).

Curriculum Overview

Core classes in the Public Relations major include advanced speech, publication design, public relations, feature writing, publicity methods, communication research methods, and cases and campaigns in public relations.

Other classes include theories of persuasion, news reporting and writing, writing for broadcast, sports media relations, organizational communication, marketing principles, advertising principles and more.

Degree Offered

- B.A. in Public Relations

Contact

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Program website: Public Relations (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism/majors/public-relations>)

Associated Department: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs (<http://www.rider.edu/comm>)

- Marketing (p. 89)
- Communication Studies (p. 331)
- Filmmaking, TV & Radio (p. 393)
- Journalism (p. 461)

Public Relations Major Requirements

(24 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Departmental Core (24 Credits)		24
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
COM 107	Persuasive Writing for Media	
COM 131	Fundamentals of Video Production	
COM 264	Intro to Media Convergence	
COM 301	Communication Law	
COM 302	Communication Ethics	
COM 400	Senior Seminar Communication	
Public Relations Major Requirements (24 Credits)		
COM 204	Advanced Speech Communication	

COM 212	Publication Design	
COM 240	Public Relations	
COM 316	Feature Writing	
COM 341	Publicity Methods	
COM 348	Communication Research Methods	
COM 440	Cases & Campaigns in PR	
One course from the following:		3
COM 201	Communication Theory	
COM 205	Theories of Persuasion	
COM 210	News Reporting and Writing	
COM 211	Copy Editing	
COM 215	Computer Assisted Reporting	
COM 233	Writing for Broadcast	
COM 253	Organizational Communication	
COM 261	Multimedia Prod I-Inter Design	
COM 347	Sports Media Relations	
COM 360	Adv Publicatn Design & Present	
COM 393	International Communication	
MKT 200	Marketing Principles	
MKT 205	Advertising Principles	

Total Credits 27

¹ Students may not carry a double major within the department. Communication and journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department.

² If a student receives a grade lower than "C" in a course required in a major or minor in the department, the student must repeat the course. Credit will only be awarded once for a course that is repeatable. The student must also repeat the course before enrolling in any course which it is a prerequisite.

Public Relations Minor

(21 credits)

Code	Title	Credits
COM 104	Speech Communication	3
COM 107	Persuasive Writing for Media	3
COM 212	Publication Design	3
COM 240	Public Relations	3
COM 316	Feature Writing	3
COM 341	Publicity Methods	3
COM 440	Cases & Campaigns in PR	3

Total Credits 21

¹ Note: Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department. (Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.)

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
COM 105	Communication, Culture and Media	3
Scientific Perspectives		3
NCT 010	Freshman Seminar	0
Semester Credit Hours		15

Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Social Perspectives		3
COM 104	Speech Communication	3
Foreign Language ¹		3
Semester Credit Hours		15

Year 2

Fall Semester		
Aesthetic Perspectives: Fine Arts		3
Foreign Language		3
Scientific Perspectives		3
COM 107	Writing for the Media	3
COM 131	Fundamentals of Video Production	3
Semester Credit Hours		15

Spring Semester		
Aesthetic Perspectives: Literature		3
Philosophical Perspectives		3
Elective Course Credits ²		3
COM 240	Public Relations	3
COM 264	Intro to Media Convergence	3
Semester Credit Hours		15

Year 3		
Fall Semester		
COM 212	Digital Publication Design	3
COM 204	Advanced Speech Communication	3
COM 301	Communication Law	3
Elective Course Credits		6
Semester Credit Hours		15

Spring Semester		
COM 302	Communication Ethics	3
COM 316	Feature Writing	3
COM 348	Communication Research Methods	3
Elective Course Credits		6
Semester Credit Hours		15

Year 4

Fall Semester		
COM 341	Publicity Methods	3
COM 400	Senior Seminar Communication	3

Elective Course Credits	9
Semester Credit Hours	15
Spring Semester	
COM 440 Cases & Campaigns in Public Relations	3
Public Relations Elective	3
Elective Course Credits	9
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations.

Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation. Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

Social Media Strategies

Overview

Social media has forever changed the communication and journalism professions. For today's students, being able to effectively plan, manage, and evaluate social media as an integrated communication tool has become a requirement for success in the communication discipline. This minor will provide students with a foundation to employ social media as an effective communication tool in a variety of professional settings by providing practical and applied learning.

The program combines theory and best professional practices with hands-on application, development of critical media skills (including writing and multimedia content creation), and necessary management and strategy in a variety of organizational settings that will culminate in a capstone experience. The Social Media Strategies minor will provide students with the background needed and qualifications required in a wide variety of communication positions.

Degree Offered

- Minor in Social Media Strategies

Contact

Shawn Kildea, PhD

Associate Professor and Chairperson

Fine Arts 232

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skildea@rider.edu

Department Website: Communication and Journalism (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Social Media Strategies Minor Requirements

(21 credits)

Code	Title	Credits
COM 131	Fundamentals of Video Production	3
COM 203	Introduction to Social Media	3
COM 240	Public Relations	3
COM 261	Multimedia Prod I-Inter Design	3
COM 292	Content for Social Media	3
Select one of the following:		3
COM 207	Social Media and Social Change	
COM 237	Rhetoric in the Digital Age	

COM 264	Intro to Media Convergence	
COM 394	Social Media Capstone	3
Total Credits		21

Courses and Descriptions

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

Social Work

Program Overview

In a sequence of three social work courses, students learn about the development of welfare and social service programs; they acquire skills in interviewing, case management, and group dynamics; and they gain work experience in a social service agency.

Minor Offered

- Minor in Social Work

Contact

Victor Thompson, Ph.D.

Associate Professor and Chair

Fine Arts 281

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Program website: www.rider.edu/socialwork (<http://www.rider.edu/socialwork>)

Associated Department: Sociology and Criminology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/sociology>)

Related Programs

- Psychology (p. 525)
- Sociology (p. 545)

Social Work Minor Requirements

(18–21 credits)

Code	Title	Credits
SOW 200	Social Services & Social Work	3
SOW 300	Methods Social Work Practice	3
SOW 301	Field Work Experience	3
Select one course from each of the following two groups:		
Group I		3
SOC 205	Families	
SOC 248	Social Service Organizations	
SOC 350	Social Policy	
Group II		3
PSY 230	Child Development ¹	
	or PSY 231 Youth and Adolescent Development	
One additional course in an area of concentration relevant to social work ²		3
Total Credits		18

¹ PSY 100 is a prerequisite for all Psychology courses.

² Examples of such areas are: Aging, Human Service Organizations, Psychological Counseling, and Criminal Justice. This course is chosen in consultation with an advisor.

Courses and Descriptions

SOW 200 Social Services & Social Work 3 Credits

An overview of the historical development of social work. Emphasis on current issues in social welfare and social service programs in the United States. Among the programs explored are those in public welfare, mental health, medical services, child abuse/neglect, school social work, and care for the elderly.

SOW 300 Methods Social Work Practice 3 Credits

Interviewing techniques are taught and practiced. Skills in forming and running small groups, working with community organizations, and administering social programs are emphasized. Students study how to gather pertinent psycho-social facts about clients, make an assessment, plan an intervention, and successfully complete service to the client. Students who next will take SOW 301 Field Work Experience will be placed in a social service agency by the end of the semester.

Prerequisite(s): SOW 200.

SOW 301 Field Work Experience 3 Credits

Students observe and work in a social service agency. They study the structure of the agency and the people and roles within it, and develop helping skills with clients. Approximately six to eight hours of field work a week for each three credits are required, plus class sessions during the semester.

Prerequisite(s): SOW 200, SOW 300. May be taken twice in two separate semesters for a maximum of six credits toward the total credits required for graduation.

SOC 205 Families 3 Credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

Prerequisite(s): SOC 101.

SOC 248 Social Service Organizations 3 Credits

Examines the growth and variety of social service organizations. The training of providers, such as teachers and physicians, and relationships between professionals and clients in settings such as schools and hospitals are studied as well as organizational decision-making, finances, and community relations.

Prerequisite(s): SOC 101.

SOC 350 Social Policy 3 Credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

Prerequisite(s): SOC 101.

PSY 230 Child Development 3 Credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

PSY 231 Youth and Adolescent Development 3 Credits

Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

Sociology

Program Overview

Sociology helps people understand how social groups, organizations, social institutions and societies function, how they change over time, how they impact our lives — and how they are created and sustained, as well as how they can be changed.

Sociology is the root of many other areas of study of human endeavor, and remains a source of their new developments. Sociological research and scholarship provided the foundation for management studies,

communication and media studies, legal studies, and criminology and criminal justice studies, to name a few. That is why training in sociology can provide excellent background and skills for such a wide range of careers such as test marketing, public opinion polls, census data gathering and analysis. Some sociology majors decide to pursue further education and to obtain graduate degrees, for example, in law, urban planning, social work.

Curriculum Overview

The curriculum includes introductory courses in sociology and anthropology, a sequence of skills courses for majors and minors, and a variety of substantive courses on specific topics. Sociology majors with a grade point average above 3.00 may complete a senior thesis for the sociology honors program.

Sociology students take a total of 15 three-credit courses to complete the major, including a sequence of required courses designed specifically for majors including those double majoring in sociology and education.

Seminars at the freshman and senior levels provide extensive class participation, personalized instruction, and carefully supervised individual research. Courses in research methods and statistics instruct students in diverse techniques of information gathering and analysis. In addition to these courses, sociology students select a set of courses in substantive areas. Through consultation with their faculty advisers, students are able to focus on such areas of special career or academic interest to them as criminal justice, law, education, social services, management, or marketing.

Honors Program in Sociology

Honors in sociology may be achieved by earning a 3.5 cumulative average in the discipline and completing, through honors in sociology (SOC 496), a senior honors thesis with distinction.

Degree Offered

- B.A. in Sociology

Contact

Victor Thompson, Ph.D.

Associate Professor and Chair

Fine Arts 281

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Program Website: Sociology and Criminology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/sociology>)

Associated Department: Sociology and Criminology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/sociology>)

Related Programs

- Criminal Justice (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/criminal-justice>)
- Education (p. 201)
- History (p. 443)

Sociology Major Requirements

(42 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Sociology Major Curriculum		
Required Courses: ¹		
SOC 101	Sociological Imagination	3
SOC 201	Intro Seminar in Sociology	3
SOC 301	Methods Of Sociological Research	3
SOC 314	Social Theory	3
SOC 400	Senior Seminar	3
Select three of the following: ²		9
SOC 311	Social and Cultural Change	
SOC 315	Issues in Modern Social Theory	
SOC 317	Law and Lawyers	
SOC 330	Class and Economic Inequality	
SOC 340	Power and Politics	
SOC 355	Social Interaction	
Select six of the following sociology electives:		18
SOC 110	Cultural Anthropology	
SOC 205	Families	
SOC 206	Deviance and Crime	
SOC 207	Racial and Ethnic Relations	
SOC 211	Social Movements	
SOC 216	Youth and Crime	
SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections	
SOC 225	Population Study	
SOC 245	Social Problems	
SOC 246	Drugs, Crime & American Society	
SOC 247	Aging	
SOC 248	Social Service Organizations	
SOC 252	Media, Culture and Society	
SOC 261	Schools and Schooling	
SOC 269	Physical Anthropology	
SOC 270	Area Studies: Africa	
SOC 271	Area Studies	
SOC 272	Area Studies: Indians of N Amer	
SOC 300	Work And Occupations	
SOC 308	Cities And Suburbs	
SOC 309	Peasant Society	
SOC 310	Pre-Industrial Economies	
SOC 311	Social and Cultural Change	
SOC 312	Women In Society	
SOC 313	Gender and Criminal Justice	
SOC 314	Social Theory	
SOC 315	Issues in Modern Social Theory	
SOC 316	Feminist Social Thought	
SOC 317	Law and Lawyers	
SOC 320	Religion and Belief Systems	

SOC 321	White Collar & Corporate Crime
SOC 322	Punishment and Corrections
SOC 325	Population Study
SOC 330	Class and Economic Inequality
SOC 340	Power and Politics
SOC 341	Developing Societies
SOC 342	Police and American Society
SOC 343	Policing and Counter Terrorism
SOC 345	Race and Crime
SOC 346	Health Care and Society
SOC 349	Retirement and Leisure
SOC 350	Social Policy
SOC 355	Social Interaction
SOC 396	Applied Sociology
SOC 401	Sex and the Body in Society
SOC 490	Independent Study: Research and Creative Expression
SOC 491	Internship in Sociology
SOC 496	Honors in Sociology
or SOC 497	Honors in Sociology

Total Credits	42
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Seniors planning to attend graduate school should take the Graduate Record Examination, including the Advanced Test in Sociology.

¹ Course sequence recommendations: The Sociological Imagination preferably should be taken in the freshman year, the Introductory Seminar in the sophomore year, Methods and Social Theory in the junior year. Your particular sequence of courses will be arranged in consultation with your advisor.

² Additional courses from the above list may be taken beyond the minimum to satisfy the Sociology electives component of sociology major requirements

Sociology Minor Requirements

(21 credits)

Code	Title	Credits
SOC 101	Sociological Imagination	3
Select two of the following:		6
SOC 201	Intro Seminar in Sociology	
SOC 300	Work And Occupations	
SOC 311	Social and Cultural Change	
SOC 315	Issues in Modern Social Theory	
SOC 317	Law and Lawyers	
SOC 330	Class and Economic Inequality	
SOC 340	Power and Politics	
SOC 355	Social Interaction	
Select four sociology electives:		12
SOC 110	Cultural Anthropology	
SOC 205	Families	
SOC 206	Deviance and Crime	
SOC 207	Racial and Ethnic Relations	
SOC 211	Social Movements	
SOC 216	Youth and Crime	

SOC 219	Introduction to Criminal Justice: Police, Courts, Corrections
SOC 225	Population Study
SOC 245	Social Problems
SOC 246	Drugs, Crime & American Society
SOC 247	Aging
SOC 248	Social Service Organizations
SOC 252	Media, Culture and Society
SOC 261	Schools and Schooling
SOC 269	Physical Anthropology
SOC 270	Area Studies: Africa
SOC 271	Area Studies
SOC 272	Area Studies: Indians of N Amer
SOC 300	Work And Occupations
SOC 308	Cities And Suburbs
SOC 309	Peasant Society
SOC 310	Pre-Industrial Economies
SOC 311	Social and Cultural Change
SOC 312	Women In Society
SOC 313	Gender and Criminal Justice
SOC 314	Social Theory
SOC 315	Issues in Modern Social Theory
SOC 316	Feminist Social Thought
SOC 317	Law and Lawyers
SOC 320	Religion and Belief Systems
SOC 321	White Collar & Corporate Crime
SOC 322	Punishment and Corrections
SOC 325	Population Study
SOC 330	Class and Economic Inequality
SOC 340	Power and Politics
SOC 341	Developing Societies
SOC 342	Police and American Society
SOC 343	Policing and Counter Terrorism
SOC 345	Race and Crime
SOC 346	Health Care and Society
SOC 349	Retirement and Leisure
SOC 350	Social Policy
SOC 355	Social Interaction
SOC 361	Sel Top: Studies Soc. of Art
SOC 396	Applied Sociology
SOC 396	Applied Sociology
SOC 401	Sex and the Body in Society
SOC 490	Independent Study: Research and Creative Expression
SOC 491 or SOC 497	Internship in Sociology Honors in Sociology

Total Credits

21

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year, who change their major, or those who transfer to Rider will follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ¹	3
SOC 101	Sociological Imagination	3
MTH 102	Finite Mathematics ¹	3
HIS 150	World History to 1500	3
	Foreign Language ¹	3
NCT 010	Freshman Seminar	0
	Semester Credit Hours	15
Spring Semester		
SOC 201	Intro Seminar in Sociology	3
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
	Social Perspectives	3
	Foreign Language ¹	3
	Semester Credit Hours	15
Year 2		
Fall Semester		
	Required Sociology Elective (1 of 6) ³	3
	Required Sociology Elective (2 of 6) ³	3
	Aesthetic Perspectives: Literature	3
	Aesthetic Perspectives: Fine Arts	3
	Scientific Perspectives	3
	Semester Credit Hours	15
Spring Semester		
	Required Sociology Elective (3 of 6) ³	3
	Required Sociology Elective (4 of 6) ³	3
	Scientific Perspectives	3
	Philosophical Perspectives	3
	Elective Course Credits ²	3
	Semester Credit Hours	15
Year 3		
Fall Semester		
SOC 314	Social Theory	3
	Sociology Requirement 300 Level (1 of 3)	3
	Required Sociology Elective (5 of 6) ³	3
	Elective Course Credits ²	3
	Elective Course Credits ²	3
	Semester Credit Hours	15
Spring Semester		
SOC 301	Methods of Sociological Research	3
	Required Sociology Elective (6 of 6) ³	3
	Sociology Requirement 300 Level (2 of 3)	3
	Elective Course Credits ²	3
	Elective Course Credits ²	3
	Semester Credit Hours	15
Year 4		
Fall Semester		
	Sociology Requirement 300 Level (3 of 3)	3

SOC 400 Senior Seminar or Elective Course Credits	3
Elective Course Credits ²	3
Elective Course Credits	3
Elective Course Credits ²	3
Semester Credit Hours	15
Spring Semester	
Elective Course Credits	3
SOC 400 Senior Seminar or Elective Course Credits	3
Elective Course Credits ²	3
Elective Course Credits ²	3
Elective Course Credits ²	3
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ For course placement information please visit this website (<http://www.rider.edu/offices-services/orientation/course-placement>).

² Please note that elective credits may be used to complete requirements in a second major or minor.

³ Select from the following: SOC 311, SOC 315, SOC 317, SOC 330, SOC 340, SOC 355

Courses and Descriptions

SOC 101 Sociological Imagination 3 Credits

Introduction to principles and concepts for the sociological analysis of human societies. Social relations, social structure, and institutions characteristic of societies past and present are examined, and causes and directions of social change are considered. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

SOC 110 Cultural Anthropology 3 Credits

The anthropological perspective is introduced, placing human behavior and institutions within their evolutionary, ecological, structural, and ideological contexts. Examples are drawn from the full range of human societies, with an emphasis on nonindustrial forms.

SOC 201 Intro Seminar in Sociology 3 Credits

Designed for students considering a major or minor in sociology. The seminar locates sociology in relation to other disciplines; reviews the basic perspectives used by sociologists to study human behavior; and considers the methods and applications of sociological inquiry.

Prerequisite(s): SOC 101.

SOC 205 Families 3 Credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

Prerequisite(s): SOC 101.

SOC 206 Deviance and Crime 3 Credits

Considers deviant behavior as violation of social norms. Examines the concepts of deviance and crime in socio-historical context. Evaluates major theories advanced to explain deviance. Surveys different types of deviance, including conventional crime, non-criminal deviant behavior, and white-collar corporate, and government crime.

Prerequisite(s): SOC 101.

SOC 207 Racial and Ethnic Relations 3 Credits

Examines the social origins of prejudice and discrimination, and analyzes intergroup trends in conflict, competition, and cooperation. Considers issues of immigration, economic and political power, and ethnic, racial, and religious pluralism.

Prerequisite(s): SOC 101.

SOC 211 Social Movements 3 Credits

This course examines social movements that seek change in the social, cultural and political structures of society. The social, economic and political contexts of these movements are treated as well as their origins, tactics, organization, recruitment, and successes and failures. Case studies focus on movements in the areas of labor, civil rights, feminism, the environment, "right wing politics", and neighborhood activism.

Prerequisite(s): SOC 101.

SOC 216 Youth and Crime 3 Credits

In-depth examination of the nature and extent of youth criminality in the U.S. Explores changes in youth culture and theories of delinquency. Social policies are related to youth criminality and the youth justice system is considered.

Prerequisite(s): SOC 101.

SOC 219 Introduction to Criminal Justice: Police, Courts, Corrections 3 Credits

This course introduces students to the sociological study of the criminal justice system. It examines the cultural and social foundations of this system, and review debates about problems with the criminal justice system and proposals to change it. Topics covered include nature of the crime problem, requirements of criminal law, policing, the role of the courts and legal professionals, sentencing, incarceration and alternatives to it. [FORMERLY SOC-319 Criminal Justice and Corrections] Pre-requisite SOC 101 3 Credit hours.

SOC 225 Population Study 3 Credits

Demography; its definition, historical emergence, and growth; population as a social problem in developing and developed nations; population theories, sources and methods of demographic data, population composition, and distribution; demographic processes including fertility, mortality, and migration.

Prerequisite(s): SOC 101.

SOC 245 Social Problems 3 Credits

American social, economic, and political institutions and their interrelationships are analyzed, with an emphasis on the causes, directions, and consequences of social change in American society.

Prerequisite(s): SOC 101.

SOC 246 Drugs, Crime & American Society 3 Credits

Explores the nature and extent of drug use in the U.S., how drugs are legally defined and socially constructed, and considers how and why drug policies have developed and changed historically. Considers how the criminalization of drugs has impacted policing strategies, courts, probation programs, sentencing and corrections, as well as other social institutions. Examines the role of local and federal agencies in enforcing drug laws, and considers debates about directions for legal reforms.

Prerequisite(s): SOC 101.

SOC 247 Aging 3 Credits

The emergence of social gerontology, demographic foundation of aging, the aging process, comparative study of aging and aged, effect of aging on the individual, social institutions and aging, and problems of aging and some solutions.

Prerequisite(s): SOC 101.

SOC 248 Social Service Organizations 3 Credits

Examines the growth and variety of social service organizations. The training of providers, such as teachers and physicians, and relationships between professionals and clients in settings such as schools and hospitals are studied as well as organizational decision-making, finances, and community relations.

Prerequisite(s): SOC 101.

SOC 252 Media, Culture and Society 3 Credits

Examines mass-produced commercial culture, how it has developed, and the role it plays in modern society. Analyzes the content of these cultural forms, how its production is organized, and how audiences perceive it.

Prerequisite(s): SOC 101.

SOC 261 Schools and Schooling 3 Credits

Schools and the process of schooling are analyzed within a broad historical perspective as well as within the structural and cultural context of American society. Education within a global perspective is also considered. Issues discussed include school funding, integration, tracking, technology, bureaucratization, and the "cultural wars" fought within the schools.

Prerequisite(s): SOC 101.

SOC 269 Physical Anthropology 3 Credits

An analysis of the biological development of the human capacity for culture. Topics include: modern theories of evolution and their application to human evolution; the relationship of human beings to other primates, the human fossil record, and variation among modern human populations. A background in biological studies is not necessary.

Prerequisite(s): SOC 101.

SOC 270 Area Studies: Africa 3 Credits

An intensive investigation of problems arising from historical and contemporary studies of tribal, peasant, and transitional societies in Africa south of the Sahara.

Prerequisite(s): SOC 101.

SOC 271 Area Studies 3 Credits

Studies problems arising from historical and contemporary studies of peasant populations of Europe.

Prerequisite(s): SOC 101.

SOC 272 Area Studies: Indians of North America 3 Credits

Societies and cultures of the Indians of North America from the Arctic to Mesoamerica. Emphasis on evidence of these tribal groups prior to extensive acculturation and their contemporary situation.

Prerequisite(s): SOC 101.

SOC 300 Work and Occupations 3 Credits

Analyzes the nature and organization of work in modern society. Focuses on such issues as division of labor, specialization, alienation, professionalization, and the role of technological change. Includes an examination of the historical development of work in the 20th century, and a consideration of contemporary and future patterns of work organization.

Prerequisite(s): SOC 101.

SOC 301 Methods of Sociological Research 3 Credits

The second in a series of required courses for majors. Builds upon the Introductory Seminar in Sociology. Social research methods using documents, observations, and questionnaires are taught, and used in completing research projects.

Prerequisite(s): SOC 201.

SOC 308 Cities And Suburbs 3 Credits

Examines the growth of an urban way of life under the influence of industrialism. Study of community, political, and economic institutions in cities. Comparisons between urban and suburban areas.

Prerequisite(s): SOC 101.

SOC 309 Peasant Society 3 Credits

A comparative view of peasants and their significance in agrarian, colonial, and industrial societies. Peasant economic, political, and social institutions are analyzed with an eye to both their internal operation and the way they relate to non-peasant groups who hold power in these societies. The changes that have occurred in the peasant world are viewed both as a consequence and a cause of wide reaching political and economic upheaval.

Prerequisite(s): SOC 101.

SOC 310 Pre-Industrial Economies 3 Credits

The anthropological study of technology, production, and exchange in nonmarket cultures, as related to the social, ideological, and ecological systems in which they are embedded. The question of whether the concepts that derive from market economies can be applied to all economic systems is considered in detail.

Prerequisite(s): SOC 101.

SOC 311 Social and Cultural Change 3 Credits

Investigates the process of change in both industrial and nonindustrial settings. Particular attention paid to the role of the individual in change as well as the roles played by the mode of production, social organization, and ideological constructs. Case studies are drawn from non-Western as well as Western sources.

Prerequisite(s): SOC 101.

SOC 312 Women in Society 3 Credits

Examines changes in women's roles and in male-female relationships. Focuses on impact of law, economy and social movements in shaping women's positions as wives and as workers. Explores theories and evidence concerning the nature and extent of sex differences. Attention to women's socialization through language, schools and media.

Prerequisite(s): SOC 101.

SOC 313 Gender and Criminal Justice 3 Credits

This course will examine women's experiences with the criminal justice system as offenders, victims, prisoners, and practitioners. It will consider how gender has shaped theories of crime and criminological research. It will explore how cultural constructions of gender have influenced substantive and procedural criminal law, the ways criminal justice agencies respond to crime, and how these have changed historically. Attention will be given to the development of new approaches, reforms, and challenges.

Prerequisite(s): SOC 101.

SOC 314 Social Theory 3 Credits

Introduces the major thinkers and conceptual problems characterizing the development of sociological thought. Required of sociology majors.

Prerequisite(s): SOC 201.

SOC 315 Issues in Modern Social Theory 3 Credits

Examines current trends and issues in sociological thought.

Prerequisite(s): SOC 314 or permission of instructor.

SOC 316 Feminist Social Thought 3 Credits

An introduction to feminist social theory, with emphasis on its breadth and variety. Special attention paid to the ways feminist theorists have analyzed the relationship of gender to other kinds of group differences.

Prerequisite(s): SOC 101.

SOC 317 Law and Lawyers 3 Credits

Relationships between law, the economy, and the state are explored. Discussion of laws, legal systems and legal reasoning using cross-cultural comparisons and historical analysis of these in the United States. Particular attention given to impact of law on corporations, workers, women, and minorities. Changes in legal profession and legal education are examined.

Prerequisite(s): SOC 101.

SOC 320 Religion and Belief Systems 3 Credits

The relation of religious phenomena to social structures and processes; religion in cross-cultural perspective.

Prerequisite(s): SOC 101.

SOC 321 White Collar & Corporate Crime 3 Credits**SOC 322 Punishment and Corrections 3 Credits**

This course explores the nature, forms, rationales, and effectiveness of punishment as a form of crime control. It traces the development of corrections in the U.S., identifies cultural trends and developments in penology, including mass incarceration and supermax prisons, considers the ways race and class have shaped these, and the reverberating effects penal policies have had on American culture and society beyond the criminal justice system. It examines the role of laws, politics, crime control agencies, as well as of media, and corporations in shaping penal policies. Topics also include: prison subcultures, inmate rights, correctional practices, privatization of prisons, and alternatives to punitive policies of incarceration and capital punishment.

Prerequisite(s): SOC 101.

SOC 325 Population Study 3 Credits**SOC 330 Class and Economic Inequality 3 Credits**

Social, economic, and political aspects of the division of society into classes are considered. Theories of stratification and the distribution of wealth, power, and prestige in societies past and present are examined.

Prerequisite(s): SOC 101.

SOC 340 Power and Politics 3 Credits

Examines the nature and distribution of power in contemporary societies; analyzes the relationships between power and politics.

Prerequisite(s): SOC 101.

SOC 341 Developing Societies 3 Credits

Examines theories explaining patterns of development; indicators and measures of social well-being; and problems such as population, hunger and environmental crises in developing countries. Focuses especially on patterns of development in Latin America or China.

Prerequisite(s): SOC 101.

SOC 342 Police and American Society 3 Credits

This course examines important issues regarding police in American society, such as the paradoxes inherent in police work, police organization and strategies and their effectiveness, the dilemmas of supervising police work, police unionism, the nature and implications of police occupational subculture, the use of police discretion, forms of police misconduct and accountability, professionalization of police and the trend toward police privatization. It also considers the diversity of the police force, trends in the delivery of policing services, the impact of new technologies on policing, and the challenges of policing in a multicultural society.

Prerequisite(s): SOC 101.

SOC 343 Policing and Counter Terrorism 3 Credits

This course is designed as an upper level (undergraduate/graduate) combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

Prerequisite(s): SOC 101.

SOC 345 Race and Crime 3 Credits

Examines the impact of crime policy on minority communities in the United States, with particular attention to the impact of "The War on Drugs", three-strike laws, and mandatory sentencing on minorities and minority communities. Drawing on sociological research, the course explores myths and realities concerning the relationship between race and crime. The relationship between racial attitudes, historical race relations, and mass incarceration are discussed.

Prerequisite(s): SOC 101.

SOC 346 Health Care and Society 3 Credits

Application and contributions of sociology to medicine; the strategy and methods of sociomedical research; sociology of illness, addictive and mental disorder; medical institutions; health services and medical care; and current status of medical sociology.

Prerequisite(s): SOC 101.

SOC 347 Aging and the Elderly 3 Credits**SOC 348 Human Service Organizations 3 Credits****SOC 349 Retirement and Leisure 3 Credits**

Examines the social phenomena of retirement as an event, process, social role, and life stage. Explores the meaning of leisure, time utilization, and creativity among the elderly. Defines related problems and issues, i.e., financial, physical, psychosocial, and environmental. Positive as well as negative implications are presented and evaluated.

Prerequisite(s): SOC 247 recommended.

SOC 350 Social Policy 3 Credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

Prerequisite(s): SOC 101.

SOC 355 Social Interaction 3 Credits

Examines the interpersonal relation between and among people in private life, public places, and at work. Explains how such relations affect and are affected by changes in the larger social structure.

Prerequisite(s): SOC 101.

SOC 360 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 361 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 362 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 363 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 364 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 365 Selected Top: Social Movements 3 Credits

FALL 2012 - This course examines movements that seek change in the social, cultural and political structures of society. The social, economic and political contexts of these movements are treated as well as their origins, tactics, organization, recruitment, and successes and failures. Case studies focus on movements in the areas of labor, civil rights, feminism, the environment, "right wing politics", and neighborhood activism. In today's world, social movements abound. Movements such as the Tea Party and the Occupy movements demonstrate that they can take place across the political spectrum of society. Moreover, the interconnectedness of the world economy creates social movements throughout the world, whether in Asia, the Mid-East or Europe that have direct affects on the United States. Because the coverage of these movements are given considerable media exposure, students (and the public) tend to accept the interpretations of these movements as presented in the narratives of the media coverage. This class will provide a systematic academic treatment of social movements. Because social movements target structural and cultural institutions in society, the study of these movements will not only provide an understanding of these movements, but of larger social problems in society as well.

Prerequisite(s): SOC 101.

SOC 367 Selected Topics: Environment 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 368 Selected Topics in Sociology 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 369 Selected Topics in Sociology 3 Credits**SOC 396 Applied Sociology 3 Credits**

Shows how sociology can be applied in work settings. As participant observers in organizations related to their career objectives, students learn to apply sociological knowledge, perspectives, and skills. In class meetings and individual consultations with the instructor, students examine the applied dimensions of sociology, the uses of sociology in various occupations, the ethical issues involved in applied sociology, and the culture and structure of their work organization.

Prerequisite(s): SOC 101.

SOC 400 Senior Seminar 3 Credits

For sociology majors only. This seminar involves in-depth examination and research of a specific issue of current importance in the discipline. Learning to do sociology is emphasized.

Prerequisite(s): SOC 201, SOC 301, SOC 314.

SOC 401 Sex and the Body in Society 3 Credits

Examines cultural meanings and social practices associated with sex and the body. Contemporary cultural norms and practices in the U.S. will be compared to other societies, historically and cross-culturally. Variations in sexual practices, ideals of sexual attractiveness according to age, gender, race, ethnicity, class and sexual orientation also will be discussed. Topics may include beauty industries (e.g. cosmetics, diet, fashion, surgery, drugs), sex and the workplace, the impact of media, social policy, and technology on ideals of sexual attractiveness, birth control, and sexual violence.

Prerequisite(s): SOC 101.

SOC 490 Independent Study: Research and Creative Expression 1-4 Credits

Juniors or seniors who have completed at least 12 credit hours in sociology may propose an independent research project with the aid and advice of any full-time faculty member of the department. Proposals must be reviewed and approved by the sponsoring faculty member and submitted to the department's Independent Study Committee at least four weeks prior to the last day of classes for the semester preceding Independent Study.

Prerequisite(s): SOC 101.

SOC 491 Internship in Sociology 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of applications of sociology in work settings and to analyze work settings using sociological knowledge and research methods. Placements are made in business, government, and community offices that utilize sociological knowledge or research skills.

Prerequisite(s): 2.75 GPA.

SOC 496 Honors in Sociology 3-6 Credits

Training in the efficient collection of data that has a bearing on the problem being investigated. Stresses the technique of proper summarization of the collected material as well as the integration of that material into a comprehensive report. A research design is prepared and hypotheses tested in the field. The original library research is then combined with the findings to produce a mini-thesis. Approval of student's program by a sponsoring faculty member and the department Independent Study Committee is required.

Prerequisite(s): SOC 201, SOC 301.

SOC 497 Honors in Sociology 3-6 Credits

Training in the efficient collection of data that has a bearing on the problem being investigated. Stresses the technique of proper summarization of the collected material as well as the integration of that material into a comprehensive report. A research design is prepared and hypotheses tested in the field. The original library research is then combined with the findings to produce a mini-thesis. Approval of student's program by a sponsoring faculty member and the department Independent Study Committee is required.

Prerequisite(s): SOC 201, SOC 301.

Spanish

Program Overview

Majoring in a foreign language such as Spanish allows students to pursue careers in business, management, law, government, teaching, translation, publishing, communications, and travel.

At Rider, Spanish majors acquire an international perspective and a unique intercultural sensitivity. Advanced foreign language skills combined with intercultural expertise increase the employment prospects of students in the global market place of today.

A major or minor in Spanish offers students the opportunity to receive a practical grounding in language and culture through a challenging curriculum which may include study abroad. In addition, our language, literature, film and culture courses prepare students to understand cultural diversity abroad and at home, to appreciate their own language and culture, and to gain global awareness. An individual fluent in another language acquires insight into the world in which we live. Advanced foreign language skills, combined with an international perspective and intercultural expertise, position our students for productive careers in the global and multicultural marketplaces of the 21st century. Faculty engagement in research and teaching excellence combines with our unique "accent on the individual" through advisement and co-curricular opportunities to create a challenging yet supportive atmosphere in which students can realize their potential.

A major or minor in Spanish will complement many degree programs in business, education, music and the liberal arts.

Students have access to a state-of-the-art Foreign Language Media Center with 25 computer work stations with Internet access for self-paced work and classroom instruction including interactive audio, video and text-based materials.

Curriculum Overview

Classes in the Spanish major include Spanish for business, advanced communication in Spanish, Spanish culture and civilization, Latin American/Latino culture, Introduction to Spanish literature, Cervantes, the Spanish golden age, and modern Hispanic literature and cinema.

Some requirements may be met by studying abroad. Students may also minor in French or Chinese.

Honors Programs in Languages, Literatures and Cultures

The department faculty will identify prospective honors students at the earliest possible moment and offer them challenges and encouragement to develop to their highest potential. A student who has a 3.25 cumulative average and a 3.5 in the major may be invited by the department, upon

recommendation of a faculty member, to become a candidate for the 3-credit honors thesis or capstone project. Details of the thesis or capstone project will be arranged to accommodate the interests of the individual student.

The thesis/capstone project is completed during the senior year. It represents the culmination of a student's academic experience, and is an irreplaceable learning experience for the development of research, writing and critical thinking skills for graduate school admissions and success, as well as work in numerous careers. Students who successfully complete the thesis or capstone project and retain the required cumulative and major grade point average will graduate with honors.

Degree Offered

- B.A. in Spanish

Contact

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Fine Arts 383
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Program Website: Spanish (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Associated Department: Department of Languages, Literatures and Cultures (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)

Related Programs

- Chinese (p. 327)
- French (p. 405)
- European Area Studies (p. 387)
- Latin American and Caribbean Area Studies (p. 471)

Spanish Major Requirements

(27 credits beyond the Spanish 200-level courses and 12 credits in collateral liberal arts courses)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Major Requirements:		
SPA 300 or SPA 302	Advanced Grammar & Composition Writing and Translating	3
SPA 301 or SPA 303 or SPA 395	Spanish for Business Advanced Communication in Spanish Phonetics for Communication	3
SPA 310 or SPA 311	Spanish Culture & Civilization Latin American Latino Culture	3
SPA 320	Introduction to Spanish Lit	3
SPA 325	Intro to Latin-Amer/Latino Lit	3
Advanced Coursework: Choose any 4 courses totaling 12 credits		12
A. Early Modern Peninsular		
SPA 305	Cervantes	
SPA 403	Medieval Literature	

SPA 415	Spanish Renaissance
SPA 416	The Spanish Golden Age
B. Early Modern Latin American	
SPA 420/LAC 420	From Colonies to Nationsfrom Colonies to
C. Modern Hispanic	
SPA 410	Modern Hispanic Poetry
SPA 411	Modern Spanish Novel
SPA 412	Hispanic Theater and Film
SPA 413	Hispanic Short Story: Transatlantic Conn
D. Modern Latin American	
SPA 426	Latin American/Latino Film and Fiction
Electives	
SPA 490	Independent Study: Research and Creative Expression
SPA 496	Special Studies
Liberal Arts	
Select one option:	12
Option I	
Four courses of language:	
a. two of two different languages OR	
b. four of one language	
Option II	
Three classes of one language and ONE class from among the following options:	
a. Masterworks 250 or 251 OR	
b. one course in Latin American Studies OR	
c. one course in European Area Studies	
Option III	
Two classes from one language and TWO classes from among the following options:	
a. Masterworks 250 and/or 251 OR	
b. 1-2 courses in Latin American Studies OR	
c. 1-2 courses in European Area Studies	
Total Credits	39

Note:

- Students who complete SPA 490 during their senior year may substitute with one of the collateral requirements.
- Some of the requirements for the major may be met by Study Abroad. Students are strongly encouraged to spend at least one semester abroad.
- All majors must take at least one Spanish course per semester in the senior year.
- Students must receive a grade of "C" or better in courses required for the major or minor in the department. If a student receives a grade lower than "C" in a required course, the student must meet with his/her academic advisor to discuss the appropriate action that must be taken to remedy the situation.

Spanish Minor Requirements

Language and Literature Track

Spanish for Business and the Professions Track

Language and Literature Track

(18 credits)

Code	Title	Credits
SPA 200 & SPA 201	Spanish III and Spanish IV ¹	6
SPA 300 or SPA 302	Advanced Grammar & Composition Writing and Translating	3
SPA 320 or SPA 325	Introduction to Spanish Lit Intro to Latin-Amer/Latino Lit	3
Two additional courses at the 300-level or above, including at least one course at the 400-level		6
SPA 303	Advanced Communication in Spanish	
SPA 305	Cervantes	
SPA 310	Spanish Culture & Civilization	
SPA 311	Latin American Latino Culture	
SPA 325	Intro to Latin-Amer/Latino Lit	
SPA 395	Phonetics for Communication	
SPA 403	Medieval Literature	
SPA 410	Modern Hispanic Poetry	
SPA 411	Modern Spanish Novel	
SPA 412	Hispanic Theater and Film	
SPA 413	Hispanic Short Story: Transatlantic Conn	
SPA 415	Spanish Renaissance	
SPA 416	The Spanish Golden Age	
SPA 420	From Colonies to Nationsfrom Colonies to	
SPA 426	Latin American/Latino Film and Fiction	
SPA 496	Special Studies	
Total Credits		18

¹ Two advanced courses will be substituted for the 200-level courses upon demonstrated proficiency.

Note:

- Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper level course upon completion of a study abroad program.

Spanish for Business and the Professions Track

(18 credits)

Code	Title	Credits
SPA 200 & SPA 201	Spanish III and Spanish IV ¹	6
SPA 300 or SPA 302	Advanced Grammar & Composition Writing and Translating	3
SPA 301	Spanish for Business	3
Two additional courses at the 300-level or above, one of which must be a literature course, and one in culture		6
SPA 303	Advanced Communication in Spanish	
SPA 305	Cervantes	
SPA 310	Spanish Culture & Civilization	
SPA 311	Latin American Latino Culture	

SPA 320	Introduction to Spanish Lit
SPA 325	Intro to Latin-Amer/Latino Lit
SPA 395	Phonetics for Communication
SPA 403	Medieval Literature
SPA 410	Modern Hispanic Poetry
SPA 411	Modern Spanish Novel
SPA 412	Hispanic Theater and Film
SPA 413	Hispanic Short Story: Transatlantic Conn
SPA 415	Spanish Renaissance
SPA 416	The Spanish Golden Age
SPA 420	From Colonies to Nationsfrom Colonies to
SPA 426	Latin American/Latino Film and Fiction
SPA 496	Special Studies
<hr/>	
Total Credits	18

¹ Two advanced courses will be substituted for the 200-level courses upon demonstrated proficiency.

Note:

1. Some of the requirements for the minor may be met by Study Abroad by agreement with the department. Students must enroll in at least one upper level course upon completion of a study abroad program.
2. Students must receive a grade of "C" or better in courses required for the major or minor in the department. If a student receives a grade lower than "C" in a required course, the student must meet with his/her academic advisor to discuss the appropriate action that must be taken to remedy the situation.

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
SPA 200	Spanish III ¹	3
CMP 120	Expository Writing ¹	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
NCT 010	Freshman Seminar	0
Scientific Perspectives		3
Semester Credit Hours		15
Spring Semester		
SPA 201	Spanish IV	3
SPA 310	Spanish Culture & Civilization	3
or SPA 311	or Latin American Latino Culture	
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
Scientific Perspectives		3
Semester Credit Hours		15

Year 2

Fall Semester

SPA 300	Advanced Grammar & Composition	3
or SPA 302	or Writing and Translating	
SPA 320	Introduction to Spanish Literature	3
Beginning Language 1 (CHI 100, FRE 100)		3
Social Perspectives		3
Scientific Perspectives		3
Semester Credit Hours		15

Spring Semester

SPA 325	Introduction to Latin-American/Latino Literature	3
SPA 301	Spanish for Business	3
or SPA 303	or Advanced Communication in Spanish	
Beginning Language 2 (CHI 101, FRE 101)		3
Aesthetic Perspectives: Fine Arts		3
Aesthetic Perspectives: Literature		3
Semester Credit Hours		15

Year 3

Fall Semester

SPA 420	From Colonies to Nations	3
LIT 250	Masterworks of Western Literature I	3
Intermediate Language 1 (CHI 200, FRE 200)		3
Elective Course Credits ²		6
Semester Credit Hours		15

Spring Semester

SPA 426	Latin American/Latino Film and Fiction	3
LIT 251	Masterworks of Western Literature II	3
Elective Course Credits		9
Semester Credit Hours		15

Year 4

Fall Semester

SPA 410	Modern Hispanic Poetry	3
or SPA 411	or Modern Spanish Novel	
Elective Course Credits		12
Semester Credit Hours		15

Spring Semester

SPA 305	Cervantes	3
or SPA 416	or The Spanish Golden Age	
SPA 490	Independent Study: Research and Creative Expression	3
Elective Course Credits		9
Semester Credit Hours		15
Total Credit Hours for Graduation		120

¹ For course placement information visit <https://www.rider.edu/offices-services/new-student-orientation/placement-testing-information>

² Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

SPA 100 Spanish I 3 Credits

Introduction to the fundamentals of Spanish grammar, with emphasis on communicative skills, in culturally authentic contexts. Students are required to work extensively with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): placement test if Spanish has been studied elsewhere.

SPA 101 Spanish II 3 Credits

Continuation of Spanish 100. Emphasizes the use of language for communicative and cultural competency while developing a solid grammar foundation in Spanish. Students are required to work extensively with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SPA 100 or placement test.

SPA 102 Elementary Spanish II Abroad 3 Credits

This course is the second part of the first year experience in Spanish and is designed for students who have taken Spanish for Beginners I and who are interested in experiences abroad in a Spanish speaking culture. The aim is to develop the four basic skills (listening comprehension, speaking, reading, and writing) in and beyond the classroom. The discussion of distinctive cultural aspects of the Hispanic world is an integral part of this course as well as to encourage students to experience the world through the eyes of the other culture by exposing them to the literature and arts of the local culture.

SPA 200 Spanish III 3 Credits

An intensive review of Spanish grammar with emphasis on aural-oral (listening and speaking skills) and composition writing. Literary and cultural readings will be used to develop these skills. A special section may be offered to address the needs of native speakers. Students may be required to work with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SPA 101 or placement test.

SPA 201 Spanish IV 3 Credits

A continuation of Spanish grammar review with emphasis on aural-oral and written skills to prepare students for further study. The discussion of distinctive cultural aspects of the Hispanic world is an integral part of this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisites: SPA 200 or placement test.

SPA 300 Advanced Grammar & Composition 3 Credits

A systematic review of grammatical structure. The development of writing skills, in preparation for upper level courses in literature, culture and professional language.

Prerequisite(s): SPA 201, placement test at 300-level or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 301 Spanish for Business 3 Credits

A solid foundation in business vocabulary and cultural concepts; situational practice in geographic and cultural contexts necessary to be successful in today's Spanish-speaking world. Practice in writing business letters and other documents. Oral and written assignments to help students improve their critical thinking and become better communicators.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 302 Writing and Translating 3 Credits

Practice in writing and an introduction to translation for students who will use Spanish in their professional lives. Using literary, cultural and journalistic sources, students learn various writing discourses including narration, description, exposition, argumentation, and journalistic and letter writing. Translation involves preliminary study of translation theory and techniques, and practice with texts from students' chosen careers. Additional study of Spanish grammar as necessary.

Prerequisite(s): SPA 201, placement test at 300-level or above, or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 303 Advanced Communication in Spanish 3 Credits

The focus of the course is to strengthen the student's aural comprehension and speaking skills by providing a framework for regular guided practice of fundamental grammar structures and vocabulary enhancement in the context of Hispanic cultures. Listening activities will include live speech, video recordings, film shorts and one full-length movie. Speaking tasks will be reinforced with written exercises.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 305 Cervantes 3 Credits

A detailed study of Cervantes' masterpiece *El ingenioso hidalgo Don Quijote de la Mancha*. Lectures, discussions, and supplementary readings.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 310 Spanish Culture & Civilization 3 Credits

Spain's cultural achievements are studied in light of the country's unique historical and social reality through the use of historical, artistic, architectural, cinematic and literary sources. Cross-cultural awareness is enhanced through exercises that compare Spanish and American society. Classes are in English. No knowledge of Spanish required. This course may contain an optional travel component offered before or after the semester or during spring break.

SPA 311 Latin American Latino Culture 3 Credits

A panoramic survey of Latin American cultural achievements in light of the unique social and political history from the pre-Columbian period to the present. The cross-cultural perspective includes a study of Latino culture in the United States. Classes are in English. No knowledge of Spanish is required.

SPA 320 Introduction to Spanish Literature 3 Credits

Examines through lectures, readings and class discussions selected texts and their relationship to the main currents of European literary history. Introduction to the practice of literary analysis through written composition. Required for majors.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 325 Introduction to Latin-American/Latino Literature 3 Credits

A study of the development of Latin-American and Latino literature from its origins to the present through the reading, analysis and discussion of representative works by major authors. This course increases the understanding of how social, historical, and political events, together with native as well as foreign literary movements, create a unique literature, conveying the Hispanic-American reality. Required for majors.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 395 Phonetics for Communication 3 Credits

A systematic study of the production of Spanish sounds with practice in phonetic transcription and a preliminary investigation of dialects.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 403 Medieval Literature 3 Credits

Surveys the literature of Spain during the Middle Ages, with special emphasis on major writers such as Gonzalo de Berceo and Don Juan Manuel, and attention to the epic and the medieval ballad. Modern versions of medieval Spanish are used.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 410 Modern Hispanic Poetry 3 Credits

Surveys the poetic genre, emphasizing how to read, analyze, and appreciate poetry. Major poets from Spain and Spanish America of the 19th and 20th centuries representing the main currents of modern lyricism are studied. Focuses on such major writers as Rosalía de Castro, Darío, Jiménez, Machado, Vallejo, Mistral, Neruda, Lorca, Paz, Ana Rossetti, Nicolas Guillen, and Nancy Morejon.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 411 Modern Spanish Novel 3 Credits

Traces the development of the Spanish novel, paying particular attention to the masters of the 19th-century Realism (Galdos and Clarín), the innovations and experimentation of the Generation of '98 (Unamuno, Baroja, Valle-Inclán, and Pérez de Ayala), and the novelists of the post-Civil War and contemporary periods (Cela, Delibes, Goytisolo, Martín Gaité, Matute, Fernandez Cubas, and Javier Marías). Emphasis on the aesthetics of the novel as a literary form.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 412 Hispanic Theater and Film 3 Credits

This course explores through theater and cinema the compelling issues that have shaped Hispanic cultures and consciousness throughout the centuries. Sample topics include war and remembrance; myth and history; freedom and authority; immigration; globalization; and race, class, and gender. The course may focus on specific authors or historical periods. Representative playwrights include Lope de Vega, Zayas, Zorrilla, Avellaneda, Lorca, Buero Vallejo, Sastre, Solorzano, Carballido, Lopez Mozo, and Pedrero. Directors include Buñuel, Saura, Gutiérrez Alea, Almodovar, Rocha, Salles, Erice, Zambrano, and Bollain.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 413 The Hispanic Short Story: Transatlantic Connections 3 Credits

This course will introduce students to the most representative writers of the short story in Spain and Latin America from Romanticism to the present. Students will be prepared to perform close readings of the literary genre under study, to analyze the form and content of the texts read, paying due attention to all internal and external aspects that impact the narrative process and the evolution of the short story. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 415 Spanish Renaissance 3 Credits

The origins and evolution of the Renaissance in Spain and of the literary expression of Renaissance culture as reflected in the development and perfection of prose and lyrical styles through the 16th century. Topics include the medieval heritage, Spanish Humanism, the Celestina, the Renaissance ideal in amatory prose and poetry, mysticism, the ballad, and the picaresque novel.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 416 The Spanish Golden Age 3 Credits

The literature of Spain during a period of political decline and outstanding aesthetic achievement: Lope de Vega and the rise of a national theatre; Calderon's drama of ideas; the development of the novella and the picaresque novel; the poetry and prose of Gongora, Quevedo, and Gracian. Also includes an introduction to literary theory.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 420 From Colonies to Nations 3 Credits

This course consists of a panoramic survey of Colonial Latin American literature in light of the unique social, cultural and political history from the pre-Columbian to the Independence period (1825).

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Note: This course is cross-listed as LAC 420. Students may not get credit for both SPA 420 and LAC 420.

SPA 426 Latin American/Latino Film and Fiction 3 Credits

A study of the main trends in contemporary Hispanic fiction written in Latin America and the United States. Analysis and discussion of selected novels and short stories, and their cinematic representation on film. Required for majors. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

SPA 491 Internship in Foreign Languages 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major.

Prerequisite(s): students should have completed at least one 300-level course in the foreign language.

SPA 496 Special Studies 3 Credits

A seminar open to a variety of topics treating a particular author, period, genre, or theme.

Prerequisite(s): permission of instructor.

SPA 500 The Poetry of Resistance in the Time of the Generals in Latin America 3 Credits

This course offers a broad overview of important historical literature about dictatorships in Latin America. The weekly readings and writing assignments have been selected in order to: 1) introduce major concepts, arguments, and figures in the field of Latin American literature and culture; 2) appreciate the evolution of the role of artists and intellectuals during the years of the "dirty war" in Latin America; 3) sharpen analytical writing; and, 4) demonstrate the connection (and the limits of the connection) between literature, culture, and society. This course is predominantly a study of Latin American governments in the twentieth century and of the role of artists, primarily writers of fiction and poetry, as a corps of truth-tellers and resisters in the face of government propaganda, censorship, and cultural/political repression.

SPA 510 Marks of Identity: The Journey of the Self in Spanish Theater 3 Credits

What markers of class, race, ethnicity, gender and even species shape individual and group identity? How does identity change over time? How do I know who I am, and how does my identity further my interests and those of society? Offered in translation, this course explores the staging of identity in Spanish theater from the seventeenth to the twenty-first century. Topics may include the 17th-century honor code and gender, the myth of Don Juan, imperialist imaginings of New World subjects, the romantic hero and the angel of love, identity and the grotesque, identity and erotic desire, identity and media technologies, and non-human animal subjects. Film, art, music and live-theater attendance.

Sports Media

Program Overview

Sports Media students at Rider focus their interest and communication skills to prepare themselves to be professionals in the growing area of sports media.

Curriculum Overview

Students will learn the fundamental and advanced procedures involved with journalism, television and public relations. All of these academic areas are focused on sports content in order to make a student well versed in both communication skills and the inner workings of the sports media industry.

Classes will utilize the Communication and Journalism Department's three state-of-the-art journalism labs, television studio, radio studio and have access to college and professional sports organizations.

Because of Rider's commitment to personalized learning, students will be able to produce content for The Rider News, The Rider University Network, Bronc Vision, and intern with the many college and professional teams located within minutes from campus.

The capstone experience for Sports Media students is a live sports reporting class in which students attend multiple live sporting events and create content from the press box and have access to post-game interviews.

BRONCast Sports Media Academy

Rider University's BRONCast Sports Media Academy (<https://www.rider.edu/academics/colleges-schools/college-continuing-studies/summer-session/high-school-students/sports-media-camp>) introduces high school students to a comprehensive, behind-the-scenes experience in the sports broadcasting and journalism arena. Students are immersed into learning all facets of sports media for their professional goals, from interviewing skills, traits of sports journalism to fast-action motion photography and much more!

Degree Offered

- B.A. in Sports Media

Contact

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Program website: Communication (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Associated Department: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs:

- Filmmaking, TV & Radio (p. 393)
- Graphic Design (p. 423)
- Journalism (p. 461)
- Public Relations (p. 534)
- Web Design (p. 561)

Sports Media Major Requirements

(48 credits)

Code	Title	Credits
CLAS General Education Curriculum		
See CLAS General Education Curriculum Page (p. 570)		
Department Core:		
COM 102	Introduction to News Writing	3
COM 104	Speech Communication	3
COM 105	Communication, Culture and Media	3
COM 131	Fundamentals of Video Production	3
COM 264	Intro to Media Convergence	3
COM 301	Communication Law	3
COM 302	Communication Ethics	3
COM 400	Senior Seminar Communication	3
Required Courses for the Sports Media Major:		
COM 270	Sports Multimedia Reporting	3
COM 370	Sports Television and Field Production ¹	3
COM 371	Sports Feature Writing	3
COM 347	Sports Media Relations	3
COM 361	Photography	3
COM 470	Live Sports Reporting Capstone	3
MKT 280	Sports Marketing	3
SPT 250	Introduction to the Business of Sports	3
Total Credits		48

¹ Students are required to complete COM 270 before taking this course.

Sports Media Minor Requirements

(21 credits)

Code	Title	Credits
COM 102	Introduction to News Writing	3
COM 131	Fundamentals of Video Production	3
COM 270	Sports Multimedia Reporting	3
COM 347	Sports Media Relations	3
COM 361	Photography	3
COM 370	Sports Television and Field Production	3

COM 470	Live Sports Reporting Capstone	3
Total Credits		21

4 Year Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing ²	3
MTH 102	Finite Mathematics	3
HIS 150	World History to 1500	3
COM 102	Introduction to News Writing	3
	Scientific Perspectives	3
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
HIS 151	World History Since 1500	3
	Social Perspectives	3
COM 104	Speech Communication	3
COM 105	Communication, Culture and Media	3
Semester Credit Hours		15
Year 2		
Fall Semester		
	Aesthetic Perspectives: Fine Arts	3
	Foreign Language ²	3
	Scientific Perspectives	3
COM 131	Fundamentals of Video Production	3
COM 264	Intro to Media Convergence	3
Semester Credit Hours		15
Spring Semester		
	Aesthetic Perspectives: Literature	3
	Philosophical Perspectives	3
	Foreign Language ²	3
COM 270	Sports Multimedia Reporting	3
SPT 250	Introduction to the Business of Sports	3
Semester Credit Hours		15
Year 3		
Fall Semester		
COM 361	Photography	3
COM 370	Sports Television and Field Production	3
MKT 200	Marketing Principles	3
	Elective Course Credits ¹	6
Semester Credit Hours		15
Spring Semester		
COM 301	Communication Law	3
COM 371	Sports Feature Writing	3
MKT 280	Sports Marketing	3

Elective Course Credits ³	6
Semester Credit Hours	15
Year 4	
Fall Semester	
COM 302 Communication Ethics	3
COM 347 Sports Media Relations	3
Elective Course Credits	9
Semester Credit Hours	15
Spring Semester	
COM 400 Senior Seminar Communication	3
COM 470 Live Sports Reporting Capstone	3
Elective Course Credits	9
Semester Credit Hours	15
Total Credit Hours for Graduation	120

¹ Suggested elective courses: SPT 355, AMS 211

² For course placement information, see the course placement page (<http://www.rider.edu/offices-services/orientation/course-placement>).

³ Please note that elective credits may be used to complete requirements in a second major or minor.

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

SPT 250 Introduction to the Business of Sports 3 Credits

This course is designed to introduce the student to the business of sports. Business principles, such as management, marketing, law, finance and economics will be applied to the business of sports. The course will also explore the various career opportunities in the world of sports.

Sustainability Studies

Program Overview

Environmental sustainability is clearly a defining issue of the 21st century. Alarming patterns of environmental degradation have emerged since the beginning of the industrial revolution. Creating social, systematic, and commercial structures that reverse this trend by explicitly acknowledging and nurturing the interconnectedness of the natural and human environment is the main challenge facing Rider's graduates. Educators, entrepreneurs, chemists, journalists, psychologists and analysts will all need to understand the ways that our economic, natural and social systems work together to sustain the collective human enterprise.

Concentrating on the interdependence of natural, economic and human systems, the **sustainability studies minor program** helps students explore the complex task of protecting the earth while generating economic welfare and ensuring social justice. Because the program draws on a network of approaches (social, scientific, practical), students completing the minor will be equipped to take on increasingly pressing challenges in

areas ranging from education and energy, communications and design to ecosystems management, business and government.

The program also provides students with opportunities to get under the hood, exploring what "going green" really means. Coursework is application-intensive. The introductory course will expose students to a wide range of issues, from food to packaging, from natural lands preservation to building sustainable communities. Other coursework complements students exploration of these issues. A broad range of internship and independent study opportunities are available for interested students. The capstone course brings together a team of students to address a real problem on the Rider campus, hopefully making significant changes along the way.

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

Minor Offered

- Minor in Sustainability Studies

Contact

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Program Website: <http://www.rider.edu/sustainability-studies>

Associated Department: Geological, Environmental, & Marine Sciences

Related Programs

- Accounting (p. 27)
- Earth and Environmental Sciences (p. 352)
- Geosciences (p. 412)
- Global Supply Chain Management (<http://catalog.rider.edu/undergraduate/colleges-schools/business-administration/majors-minors-certificates/global-supply-chain-management>)
- Integrated Math and Sciences (p. 452)
- Liberal Studies: Environmental Emphasis (p. 380)
- Marine Sciences (p. 477)
- Political Science (p. 515)
- Sociology (p. 545)

Sustainability Studies Minor Requirements

(23-24 credits)

Code	Title	Credits
Foundation Courses ¹		11

SUS 100	Intro to Sustainability Studie	
ENV 100	Introduction to Environmental Sciences	
PHL 202	Social Philosophy	
Economics and Business		3
Select one of the following:		
ENT 444	Special Topics	
ECO 335	Economics of the Public Sector ²	
GSC 115	Introduction to Global Supply Chain Mgt.	
Experiential Learning ³		3
SUS 490	Independent Study: Research and Creative Expression	
SUS 491	Internship in Sustainability	
Disciplinary Explorations		3-4
Select one of the following:		
AMS 250	America and the Future	
AMS 304	Technology and Science in America	
BHP 231	Honors Sem: Natural Adventures	
BHP 232	Honors Seminar: Science and Politics of the Jersey Shoreline	
BHP 259	Honors Seminar: The Environment: a Conflict of Interest	
BIO 350	General Ecology	
ENG 318	Food Writing	
ENG 322	Grant Proposals, Fundraising and Development	
ENV 200	Statistical and Computer Applications in the Natural Sciences	
ENV 205	Introduction to Geographic Information Systems	
ENV 220	Weather and Climate Change	
HIS 224	American Environmental History	
PHL 203	Business Ethics	
PHL 320	Philosophy of Science	
POL 215	Global Politics	
POL 328	Environmental Policy	
POL 329	Comparative Environmntl Policy	
SOC 225	Population Study	
SOC 340	Power and Politics	
SOC 350	Social Policy	
Capstone Course		3
SUS 400	Sustainability Studies Seminar	
Total Credits		23-24

¹ PHL 115 Ethics may be substituted with permission of director.

² ECO 335 has a pre-requisite of ECO 201 and may only be appropriate for business majors.

³ Students must earn 3 credits total from SUS 490, SUS 491, or a combination of these two courses.

Courses and Descriptions

SUS 100 Introduction to Sustainability Studies 4 Credits

Sustainability is an idea that will shape the lives of all in the 21st century. Students will explore how we arrived at our current precarious environmental situation and investigate cutting-edge methods that support human development and protect the natural ecosystems on which we will depend. By exploring principles of sustainability (whole-systems approaches, resource limitations, stewardship) through many different lenses, students will appreciate the interdisciplinarity of the sustainability enterprise. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): SUS 100L.

SUS 100L Intro to Sustainability Lab 0 Credits

For students concurrently taking SUS 100. Field trips, visiting speakers, and films to complement topics covered in the introductory course. One three-hour laboratory per week.

Corequisite(s): SUS 100.

SUS 400 Sustainability Studies Seminar 3 Credits

To synthesize sustainability studies coursework and internship experiences, students will collaboratively develop and implement a sustainability project on the Rider campus, aiming to simultaneously reduce both depletable resource use and environmental impact. Seminar sessions will explore the historical development of current systems and innovative thinking related to sustainability planning related to the focal issue. Specific topic at discretion of the instructor. Prerequisite(s): SUS 100, SUS 100L.

Corequisite(s): SUS 400 or as prerequisite or permission of instructor.

SUS 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in applying sustainability principles in a field setting. Students are expected to assess the outcomes of their projects and communicate their results verbally and in writing to interested audiences.

SUS 491 Internship in Sustainability 1-4 Credits

A supervised work/service experience in an approved organization where students gain understanding and experience with applying sustainability principles. Placements may be in private, public, educational, non-profit or governmental organizations. Students are expected to include measurement and documentation of the environmental, social, and economic impact of their work. A minimum of 50 hours of work is required for one credit. At least 150 hours are required to earn 3 credits.

Web Design

Program Overview

Designing and implementing web pages and interactive media, as well as learning the secrets of effective print design and production, are the focuses of Rider's Web Design minor. Students learn about design and visual-communication theory while creating portfolios and web-based interactive resumes. In the capstone course, students work with real clients to create a web presence.

Curriculum Overview

Core classes in the minor include writing for the communication professions, publication design, multimedia production I: interactive

design, advanced publication design, multimedia production II: web design and multimedia production II: advanced interactive design.

Other classes include communication theory, advanced speech, theories of persuasion, audio production, graphic imaging for multimedia and photography, 3D graphic animation, covering digital media and more.

Degree Offered

- Minor in Web Design

Contact

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Program website: Web Design (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism/minors/web-design>)
Associated Department/College: Department of Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)

Related Programs

- Communication Studies (p. 331)
- Filmmaking, TV & Radio (p. 393)
- Graphic Design (p. 423)
- Journalism (p. 461)
- Public Relations (p. 534)

Web Design Minor

(21 credits)

Code	Title	Credits
COM 212	Publication Design	3
COM 261	Multimedia Prod I-Inter Design	3
COM 360	Adv Publicatn Design & Present	3
COM 364	Multimedia Production II - Web Design	3
COM 460	Multimed Prod III-Adv Int Des	3
Select two of the following:		6
COM 131	Fundamentals of Video Production	
COM 201	Communication Theory	
COM 204	Advanced Speech Communication	
COM 205	Theories of Persuasion	
COM 234	Audio Production	
COM 253	Organizational Communication	
COM 262	Graphic Imaging for Multimedia	
COM 331	Television Production	
COM 361	Photography	
COM 363	Converging Digital Media	
COM 365	Graphic Animation	
ADV 311	Advertising Copy and Layout	
CIS 185	Information Systems Essentials	
CIS 220	Web Application Development II	

CIS 340	Electronic Commerce
Total Credits	21

¹ Note: Communication and Journalism majors may declare only one minor in the department. No more than two courses may be used to meet the requirements for both a major and a minor in the department. (Exception: If a student elects either the Advertising or Event Planning and Production minor, then three courses may be used to meet the requirements for both the major and that minor in the department.)

Courses and Descriptions

COM 102 Introduction to News Writing 3 Credits
Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits
Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits
Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits
As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits
Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits
Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/ reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the “so what?” questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation. Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

CLAS General Education Curriculum

The College of Liberal Arts and Sciences General Education Curriculum (CLAS GEC) provides the opportunity for exploration across a broad array of disciplinary offerings. Balancing structure with choice, students will examine the complex worlds in which they live from a variety of perspectives.

Courses may satisfy both general education requirements as well as major or minor requirements when expressly permitted.

For students entering CLAS in **Fall 2018**, [click here](#)

For students who entered CLAS in **Fall 2017**, [click here](#)

For students who entered CLAS **prior to the start of the Fall 2017 semester**, [click here](#) (p. 573) for curricular requirements.

General Education Curriculum for students entering in Fall 2018:

Code	Title	Credits
I. ESSENTIAL COMPETENCIES:		
Reading and Writing: ¹		6-9
CMP 115	Intro to Expository Writing ¹	
CMP 120	Expository Writing	
or BHP 100	Honors Seminar: Great Ideas I	
Select one of the following:		
CMP 125	Research Writing	
or BHP 150	Honors Seminar: Great Ideas II	
CMP 203	Literature and Composition	
Mathematical Reasoning: ²		3-4
Select any 3- or 4-credit course offered by the Mathematics Department		
Foreign Language Proficiency: ³		6
Select two Chinese courses:		
CHI 100	Chinese I	
CHI 101	Chinese II	
CHI 200	Chinese III	
CHI 201	Chinese IV	
OR select two French courses:		
FRE 100	French I	
FRE 101	French II	
FRE 200	French III	

FRE 201	French IV	
OR select two Spanish courses:		
SPA 100	Spanish I	
SPA 101	Spanish II	
SPA 200	Spanish III	
SPA 201	Spanish IV	
Oral Communication:		3
COM 104	Speech Communication	
II. DISCIPLINARY PERSPECTIVES		
Scientific Perspectives: ²		4-6
To fulfill the Scientific Perspectives requirement, students may take either a lecture/lab combination (4 credits) or two 3-credit non-lab courses (6 credits).		
A. Lecture/Lab Combination Courses		
CHE 114 & 114L	Chemistry in the Kitchen and Chemistry in the Kitchen Lab	
ENV 100 & 100L	Introduction to Environmental Sciences and Introduction to Environmental Sciences Lab	
ENV 110 & 110L	Future of Natural Resources and Future of Natural Resources Lab	
MAR 120 & MAR 121	Oceanography and Introductory Oceanography Lab	
SUS 100 & 100L	Introduction to Sustainability Studies and Intro to Sustainability Lab	
B. 3-Credit Non-Lab Courses		
BIO 100	Life Science	
BNS 107	Life Science: Brain and Behavior	
GEO 168	Mesozoic Ruling Reptiles	
GEO 100	Earth Systems Science	
GEO 113	Environmental Geology	
MAR 120	Oceanography	
PSY 131	The Science of Mental Illness	
Social Perspectives:		6
Select two of the following. The two courses selected in this category cannot be from the same academic department.		
BHP 322	Honors Seminar: Guilty and Innocent	
BHP 212	Children and the Media	
COM 105	Communication, Culture and Media	
POL 100	Introduction to American Politics	
POL 102	Understanding Politics	
PSY 110	Psychology: The Science of Well-being	
PSY 283	Sport Psychology	
SOC 101	Sociological Imagination	
Historical Perspectives:		6
HIS 150	World History to 1500	
HIS 151	World History Since 1500	
Aesthetic Perspectives:		6
Select two of the following, one course in Fine Arts and one course in Literature.		
A. Fine Arts		
THE 105	Theatre History to 1700	
THE 106	Theater History Since 1700	
THE 120	Theater Appreciation	
B. Literature		

BHP 268	Honors Seminar: Love and Chivalry in the Arthurian Tradition
BHP 322	Honors Seminar: Guilty and Innocent
ENG 205	Understanding Literature
ENG 208	Arthurian Legends in Literature
ENG 210	Major American Authors
ENG 211	Major British Authors
ENG 213	Literature and Mythology
ENG 214	Monsters in Literature
ENG 215	Satire and Comedy
ENG 217	Introduction To Shakespeare
ENG 218	Literature and the Environment
ENG 219	Literature and Violence
ENG 220	Literature & Society
ENG 221	Literature and Psychology
ENG 222	Crime and Literature
ENG 224	Science Fiction
ENG 228	Black American Lit
ENG 229	Multi-Ethnic Literature in America
ENG 230	Women In Literature
ENG 270	Major Poets
ENG 290	The Short Story
ENG 295	Human Relationships in Literature (HONORS)
SPA 413	The Hispanic Short Story: Transatlantic Connections
SPA 426	Latin American/Latino Film and Fiction

Philosophical Perspectives: 3

PHL 100	Plato and Aristotle
PHL 102	Philosophical Thinking
PHL 110	Logic and Language
PHL 115	Ethics
PHL 120	American Philosophy
PHL 125	Philosophies of Education
PHL 130	Political Philosophy
PHL 202	Social Philosophy
PHL 207	Asian Philosophy
PHL 210	Symbolic Logic
PHL 215	Environmental Ethics
PHL 225	Modern Philosophy
PHL 230	Philosophy of the Sexes

III. GLOBAL PERSPECTIVES 3-4

Select one course that emphasizes an international, global, and/or non-U.S. cultural perspective and follows the Global Perspective (GP) designation.

BHP 322	Honors Seminar: Guilty and Innocent
ENV 110	Future of Natural Resources
FMS 250	Global Film History: Origins to 1960
or ENG 281	Global Film History: Origins to 1960
FMS 251	Global Film History: 1961 to Present
or ENG 282	Global Film History: 1961 to Present
GEO 100	Earth Systems Science
GEO 113	Environmental Geology
GEO 168	Mesozoic Ruling Reptiles

HIS 273	Imperial Russia
HIS 274	Modern Russia
HIS 333	20th-Century Europe
HIS 334	The Era of World War II
HIS 335	Nazi Germany & Hitler's Europe
HIS 343	Ottoman Empire and the Balkans
HIS 352	History of Socialism
MAR 120	Oceanography
PHL 102	Philosophical Thinking
PHL 207	Asian Philosophy
SUS 100	Introduction to Sustainability Studies

Total Credits 46-53

1. CMP 115 will be waived for students who attain a 570 or above on the EBRW section of the SAT or an ACT English score of 23 or above.
2. Appropriate mathematics and science courses may be substituted if required by the major.
3. Students who place at the 101-level or above are required to take a minimum of 3 credits at the level of placement. Students who are native speakers of other languages may have their requirement waived upon documentation of proficiency. To initiate a request for a waiver, students should see the chairperson of the Department of Languages, Literatures, and Cultures (<https://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>).

General Education Curriculum for students who entered in Fall 2017:

Code	Title	Credits
Fall 2017 General Education Requirements		
Essential Competencies:		
Reading and Writing:		6-9
CMP 115	Intro to Expository Writing ¹	
CMP 120	Expository Writing	
or BHP 100	Honors Seminar: Great Ideas I	
Select one of the following:		
CMP 125	Research Writing	
BHP 150	Honors Seminar: Great Ideas II	
CMP 203	Literature and Composition	
Mathematical Reasoning: ²		3-4
Select one of the following:		
MTH 102	Finite Mathematics	
MTH 105	Algebra and Trigonometry	
Foreign Language Proficiency: ³		6
CHI 100	Chinese I	
& CHI 101	and Chinese II	
FRE 100	French I	
& FRE 101	and French II	
GER 100	German I	
& GER 101	and German II	
SPA 100	Spanish I	
& SPA 101	and Spanish II	
Oral Communication:		

COM 104	Speech Communication	3
Science ²		6
Select two of the following:		
BNS 107	Life Science: Brain and Behavior	
BIO 100	Life Science	
CHE 100	Intro to College Chemistry	
CHE 115	Chem and Contemporary Society	
GEO 100	Earth Systems Science	
GEO 113	Environmental Geology	
GEO 168	Mesozoic Ruling Reptiles	
MAR 120	Oceanography	
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
PHY 103	Science of Light and Color	
PHY 104	Energy, the Environment & Man	
PHY 180	Astronomy	
PSY 100	Introduction to Psychology	
Social Science		6
Select two of the following:		
ECO 200	Principles of Macroeconomics	
or ECO 201	Principles of Microeconomics	
COM 105	Communication, Culture and Media	
POL 100	Introduction to American Politics	
or POL 102	Understanding Politics	
SOC 101	Sociological Imagination	
SOC 110	Cultural Anthropology	
History		6
HIS 150	World History to 1500	
HIS 151	World History Since 1500	
Humanities		9
Select one course in the fine arts, one course in literature, and one course in philosophy from the following:		
Fine Arts		
ART 104	Survey of Art History I	
ART 106	Survey of Art History II	
ART 120	Art and Society	
MUS 105	Survey of Music History I	
MUS 106	Survey of Music History II	
MUS 120	Music and Society	
THE 105	Theatre History to 1700	
THE 106	Theater History Since 1700	
THE 120	Theater Appreciation	
ART 199/MUS 199/ THE 199	Arts in Contemporary Civilization	
Literature		
ENG 205	Understanding Literature	
ENG 208	Arthurian Legends in Literature	
ENG 210	Major American Authors	
ENG 211	Major British Authors	

ENG 213	Literature and Mythology	
ENG 214	Monsters in Literature	
ENG 215	Satire and Comedy	
ENG 217	Introduction To Shakespeare	
ENG 218	Literature and the Environment	
ENG 219	Literature and Violence	
ENG 220	Literature & Society	
ENG 221	Literature and Psychology	
ENG 224	Science Fiction	
ENG 228	Black American Lit	
ENG 229	Multi-Ethnic Literature in America	
ENG 230	Women In Literature	
ENG 270	Major Poets	
ENG 275	Posthumanism: Bodies and Technology in Literature	
ENG 290	The Short Story	
ENG 295	Human Relationships in Literature (HONORS)	
LAW 204	Law, Literature, and Film in America	
LIT 250	Masterworks of Western Literature I	
LIT 251	Masterworks of Western Literature II	
LIT 310	Russian Literature 988-1850	
LIT 311	Russian Literature 1850-1917	
LIT 312	20th Century Russian Literature	
LIT 315	Tolstoy	
LIT 317	Dostoevsky	
LIT 322	German Literature & Film in English Translation	
LIT 325	The Folk Tale	
LIT 340	Hispanic Literature & Film in English Translations	
LIT 370	European Short Novel	
LIT 390	The Bible As Literature	
Any Literature course in Foreign Languages		
Philosophy		3
Select one of the following:		
Any course in the Philosophy (PHL) department		
AMS 227	Philosophy of Martin Luther King Jr.	

Total Credits	48-52
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¹ CMP 115 will be waived for students who attain a 570 or above on the EBRW section of the SAT or an ACT English score of 23 or above.

² Appropriate mathematics and science courses may be substituted if required by the major.

³ Students who place at the 101-level or above are required to take a minimum of 3 credits at the level of placement. Students who are native speakers of other languages may have their requirement waived upon documentation of proficiency. To initiate a request for a waiver, students should see the chairperson of the Department of Languages, Literatures, and Cultures (<https://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>).

Core Requirements

The following requirements apply only to students who entered the College of Liberal Arts and Sciences prior to Fall 2017:

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

Core Curriculum Requirements

(42–43 credits)

Code	Title	Credits
English writing ¹		
CMP 115	Intro to Expository Writing	3
CMP 120	Expository Writing	3
or BHP 100	Honors Seminar: Great Ideas I	
Select one of the following:		3
CMP 125	Research Writing	
CMP 203	Literature and Composition	
BHP 150	Honors Seminar: Great Ideas II	
Reading (3 Supplemental Education Units) ²		
CRC 100	College Reading	3
Foreign language ³		
100, 101	Chinese, French, German, or Spanish I, II	6
Mathematics ⁴		
Select one of the following:		3-4
MTH 102	Finite Mathematics	
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
Science ⁴		
Select two of the following:		6
BIO 100	Life Science: Human Emphasis	
BNS 107	Life Science: Behavioral Neuroscience Emphasis	
CHE 100	Intro to College Chemistry	
CHE 115	Chem and Contemporary Society	
GEO 100	Earth Systems Science	
GEO 113	Environmental Geology (also cross listed as GLS-113)	
GEO 168	Mesozoic Ruling Reptiles	
MAR 120	Oceanography	
MAR 227	Introduction to Field Marine Science: Subtropical Environments	
MAR 228	Introduction to Field Marine Science: Boreal Environments	
MAR 229	Introduction to Field Marine Science: Tropical Environments	
PHY 103	Science of Light and Color	
PHY 104	Energy, the Environment & Man	
PHY 180	Astronomy	

PSY 100	Intro To Psychology	
Social Sciences and Communication		
Select two of the following:		6
POL 100	Intro to American Politics	
or POL 102	Understanding Politics	
SOC 101	Sociological Imagination	
SOC 110	Cultural Anthropology	
COM 105	Communication, Culture and Media	
ECO 200	Principles of Macroeconomics	
or ECO 201	Principles of Microeconomics	
History		
HIS 150	World History to 1500	3
HIS 151	World History Since 1500	3
Humanities		
Select one course in fine arts, one course in literature, and one course in philosophy from the following:		9
Fine Arts		
ART 104	Survey of Art History I	
ART 106	Survey of Art History II	
ART 120	Art and Society	
MUS 105	Survey of Music History I	
MUS 106	Survey of Music History II	
MUS 120	Music and Society	
THE 105	Theatre History to 1700	
THE 106	Theater History Since 1700	
THE 120	Theater Appreciation	
ART 199/MUS 199/ THE 199	Arts in Contemporary Civilization	
Literature		
ENG 205	Understanding Literature	
ENG 208	Arthurian Legends in Literature	
ENG 210	Major American Authors	
ENG 211	Major British Authors	
ENG 213	Literature and Mythology	
ENG 214	Monsters in Literature	
ENG 215	Satire and Comedy	
ENG 217	Intro To Shakespeare	
ENG 219	Literature and Violence	
ENG 220	Literature & Society	
ENG 221	Literature and Psychology	
ENG 224	Science Fiction	
ENG 228	Black American Lit	
ENG 229	Multi-Ethnic Lit in America	
ENG 230	Women In Literature	
ENG 270	Major Poets	
ENG 275	Posthumanism: Bodies and Technology in Literature	
ENG 290	The Short Story	
ENG 295	Human Relationships in Lit (honors)	
LAW 204	Law, Literature, and Film in America	
LIT 250	Masterworks of Western Lit I	
LIT 251	Masterworks of Western Lit II	
LIT 310	Russian Literature 988-1850	

LIT 311	Russian Literature 1850-1917
LIT 312	20th Century Russian Lit
LIT 315	Tolstoy
LIT 317	Dostoevsky
LIT 322	German Lit & Film in Eng Trans
LIT 325	The Folk Tale
LIT 340	Hispanic Lit & Film Eng Trans
LIT 370	European Short Novel
LIT 390	The Bible As Literature
Any Literature course in Foreign Languages	
Philosophy	
Select one of the following:	
Any course in the Philosophy (PHL) department	
AMS 227	Philosophy of Martin Luther King Jr.

Total Credits

42-43

- ¹ CMP 115 will be waived for students who attain a 550 or above on the EBRW section of the SAT, an ACT English score of 23 or above, or a score of 4 or above on the English Department placement test.
- ² Required only of those students scoring 470 or lower on the reading comprehension portion of the SAT.
- ³ Students who place at the 200-level or above are still required to take a minimum of 3 credits at the level of placement. Students who are native speakers of other languages may have their requirement waived upon documentation of proficiency. To initiate a request for a waiver, students should see the chairperson of the Department of Languages, Literatures, and Cultures.
- ⁴ Appropriate mathematics and science courses may be substituted if required by the major.

Departments

Departments in the College of Liberal Arts and Sciences

- Biology, Behavioral Neuroscience, and Health Sciences (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/biology-behavioral-neuroscience>)
- Chemistry, Biochemistry, and Physics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/chemistry-biochemistry-physics>)
- Communication and Journalism (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/communication-journalism>)
- English (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/english>)
- Geological, Environmental, and Marine Sciences (GEMS) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/geological-environmental-marine-sciences>)
- History (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/history>) and Philosophy (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/philosophy>)

- Languages, Literatures, and Cultures (<http://www.rider.edu/academics/colleges-schools/claes/liberal-arts-programs/foreign-language-literatures>)
- Mathematics (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/science-programs/mathematics>)
- Political Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/political-sc>)
- Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/liberal-arts-programs/psychology>)
- Sociology and Criminology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/sociology>)

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COURSES AND DESCRIPTIONS

Accounting (ACC)

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ACC 220 Managerial Uses of Accounting 3 Credits

This course provides an introduction to the use of accounting information in managerial decision-making. Topics include cost behavior, cost classifications, and problem-solving functions of accounting as they pertain to planning, control, evaluation of performance, special decisions, and budgeting. The interpretation of published financial statements and the statement of cash flow are also covered.

Prerequisite(s): ACC 210.

ACC 302 Cost Management 3 Credits

This course focuses on firm strategy and the role managerial accounting information plays in the decision making process. Topics include the balanced scorecard, the value chain, product life cycles, target costing, theory of constraints, strategic pricing, management and control of quality cost systems, traditional and activity-based costing, cost control, standard costs and variances, and capital budgeting.

Prerequisite(s): ACC 220 and CIS 185.

ACC 310 Acct Theory & Concepts I 3 Credits

This is the first upper-level course in a sequence in financial accounting courses. Topics include the conceptual framework, and standard setting process followed by application and evaluation of generally accepted accounting principles including content, and structure of financial statements, present value concepts, current assets, current liabilities, property, plant, and equipment, intangible assets and non-current liabilities are studied. An overview of comparable international financial reporting standards (IFRS) is also included.

Prerequisite(s): ACC 210 and ACC 220.

ACC 311 Acct Theory & Concepts II 3 Credits

This course is a continuation of ACC 310. Topics include long-term investments, stockholders' equity, earnings per share, interperiod income tax allocation, accounting changes, revenue recognition, pensions, leases and cash flow analysis. An overview of comparable international financial reporting standards (IFRS) is also included.

Prerequisite(s): ACC 310.

ACC 320 Accounting Info Systems 3 Credits

This course provides an introduction to accounting information systems and enterprise-wide, process-focused information systems. Topics include quality of data for decision usefulness, internal control concepts and documentation tools, and database theory and applications.

Prerequisite(s): ACC 310.

ACC 321 Internal Auditing 3 Credits

This course provides an introduction to the internal audit profession, including understanding the nature and activities associated with the internal audit process. Topics include: international auditing standards, risk assessment including internal control system evaluation, business processes, and the relationship of management and employee fraud to the internal audit process.

Prerequisite(s): ACC 220.

ACC 325 Fraud Examination and Business Forensics 3 Credits

This course is designed to introduce students to the prevalence of fraud and fraudulent financial reporting in all forms of business, including the many methods used by employees and managers to perpetrate fraud. Topics will include: the motivation of individuals to commit fraud, various types of fraud schemes perpetrated in the workplace, as well as the various tools and techniques that are used to investigate, detect and prevent fraud.

Prerequisite(s): ACC 210.

ACC 335 Small Business Taxation 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ACC 399 The Co-Operative Experience 6 Credits

This course provides the student with a semester long supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and required to complete a work journal, self-assessment and reflection paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Co-op credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): ACC 210, ACC 220, and ACC 310 and permission of department chairperson.

ACC 400 Principles of Auditing 3 Credits

This course provides an introduction to financial statement audits performed by certified public accountants. Topics include corporate governance, the audit environment, professional standards, audit methodology, and audit report preparation. The course also provides an overview of other types of assurance and non-assurance services provided by CPA firms.

Prerequisite(s): ACC 302 and ACC 311.

ACC 405 Acct Problems & Practice 3 Credits

This course provides additional coverage of financial reporting issues and procedures. Topics include business combinations, consolidated financial statements, foreign currency translation, the effects of diversity across countries, disclosure and SEC reporting issues. Governmental and not-for-profit accounting standards are also covered.

Prerequisite(s): ACC 302 and ACC 311.

ACC 406 Integrative Professional Capstone 3 Credits

This course provides an integrative experience that applies financial statement and data analysis tools to a variety of accounting settings. Topics include issues of ethics and professionalism and linkages between accounting methods and company policy, equity valuation, bond ratings and other decision areas.

Prerequisite(s): ACC 405 or permission of department chairperson.

ACC 410 Fund of Federal Taxation 3 Credits

This course provides fundamental federal tax concepts applicable to individuals, partnerships, corporations, estates, and gifts. Topics are considered from a tax compliance and planning perspective. Preparation of individual and corporate tax returns is also included.

Prerequisite(s): ACC 311.

ACC 450 Business Forensic Application 3 Credits

This course is designed so that students to integrate various business disciplines to perform complex investigative cases and analyses, thus demonstrating mastery of the knowledge and skills required to be effective forensic professionals. The course covers how to manage and present digital and technical evidence gathered for forensic litigation cases, including the ability to be an expert witness in court.

Prerequisite(s): ACC 325 and ACC 321.

ACC 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and department chairperson. Available to juniors and seniors.

ACC 491 Accounting Internship 3 Credits

This honors course provides the student with approximately two months of supervised employment with participating companies. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper. Eligible students include junior and senior accounting majors with a minimum GPA of 3.0 in accounting coursework. Upon completion of course, a letter grade will be awarded.

Prerequisite(s): Permission of department chairperson.

Advertising (ADV)

ADV 311 Advertising Copy and Layout 3 Credits

This course focuses on the development and planning of creative and strategic advertisements for a variety of products. The course includes creating concepts for ads, designing ads, and writing copy for all media. The student will become familiar with the activities and responsibilities of copywriters and art directors. The relationship between creative advertising and other functions of advertising will be emphasized.

Prerequisite(s): either ADV 200 or MKT 205 and COM 212. Required for advertising majors.

ADV 315 Media Planning and Strategy 3 Credits

This course focuses on the essential principles, measurements, procedures and problems encountered in determining appropriate media in which to place specific kinds of advertising messages designed to reach closely defined target audiences. The advantages and disadvantages of all media will be discussed from an advertising perspective. Specific audience and cost calculations and analyses will be used to develop comprehensive media plans.

Prerequisite(s): either ADV 200 or MKT 205. Required for advertising majors.

ADV 435 Advertising Campaigns 3 Credits

This capstone course for advertising majors provides an opportunity for students to plan comprehensive advertising campaigns. Coverage includes segmentation research, creative development of the campaign, media planning, and determining advertising effectiveness. Integration of advertising into the marketing program will be emphasized. Required for advertising majors.

Prerequisite(s): ADV 311, ADV 315; advertising major or minor, senior standing or permission of instructor.

ADV 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

ADV 491 Internship-Based Indep Study 3 Credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements.

Prerequisite(s): Permission of instructor.

American Studies (AMS)

AMS 200 Introduction to American Studies 3 Credits

An introduction to various historical definitions of the American experience or national identity, to selected topics which have been used to explain that identity, and to methods of study in the field.

AMS 210 Growing Up American 3 Credits

Studies the maturation and socialization process in modern America through comparative analysis of autobiographical texts and students' personal experiences. Texts represent the experiences of young Americans of both sexes and of different class, racial, ethnic, religious, and regional backgrounds.

AMS 211 Sports in American Life 3 Credits

Literary, sociological, and psychological views of sports in 20th-century American life are examined, focusing on sports as a symbol and reflection of our ideals and tensions.

AMS 212 Multicultural America 3 Credits

Focusing primarily on the new century, this course explores the experiences of the remarkably diverse range of ethnic groups who have come to the U.S. in recent years, including Hispanics, Europeans, Asians and Africans. How these groups have impacted the communities where they have settled, how they have interacted with other ethnic groups, and how they have assimilated (or not) and prospered (or not) are among the issues examined and discussed.

AMS 213 American Myth in Literature, Landscape, and Music 3 Credits

A study of the New World and related myths from an interdisciplinary perspective. Students will read essays, fiction, and poetry by Poe, Melville, Emerson, Whitman, James, and others. Paintings and musical works embodying New World concepts will be examined in connection with the above authors.

AMS 214 Special Topics in American Studies 3 Credits

Studies in specialized areas of American culture, including travel courses to New Orleans and Spoleto USA. Topics change each semester and are listed in the course roster.

AMS 215 Alfred Hitchcock in America 3 Credits

Explores the influence of American culture on the films of Alfred Hitchcock following his immigration to the United States. Students will study one of the cinema's greatest auteurs through the lens of American culture and its impact on Hitchcock's European sensibility. Also explores the reverse dynamic: how Hitchcock transformed American cinema.

AMS 225 American Folklore 3 Credits

An introduction to folk language, custom, and material culture in the United States. Proverbs; myths, legends, and tales; superstitions; music; arts and crafts are treated from both aesthetic and social perspectives. Students will collect and examine folklore within their own cultural contexts.

AMS 226 The New South in Literature, Music and Film 3 Credits

An exploration of Southern culture since World War II and how it has influenced American society as a whole. In literature, music, and film, the Sun Belt has been a significant, innovative region. From the spread of New Orleans jazz through the plays of Tennessee Williams to the fiction of Flannery O'Connor, Southern art has helped shape the larger American culture; this course examines that influence from an interdisciplinary perspective.

AMS 227 Philosophy of Martin Luther King Jr. 3 Credits

A study of Martin Luther King, Jr.'s philosophical writings and his impact on civil speeches and sermons, and critical assessments of the significance of his thought.

AMS 228 Studies in American Jewish Culture 3 Credits

Focuses on important fiction, criticism, social/philosophical commentary, history, and films by 20th-century Jewish American intellectuals, including Michael Gold, Anzia Yezierska, Saul Bellow, Bernard Malamud, Philip Roth, Cynthia Ozick, Grace Paley, Rebecca Goldstein, Art Spiegelman, Arthur Hertzberg, Leslie Fiedler, Chaim Potok, Woody Allen, and David Mamet.

AMS 229 American Popular Culture 3 Credits

An exploration of American popular culture and its profound impact on both the United States and the rest of the world. Pop-culture theorists regard American culture as a dominant force; this course examines the development of this trend from historical, political, and artistic perspectives.

AMS 250 America and the Future 3 Credits

Examines the projections of the American future in terms of the past and present. Emphasizes American studies methodologies, drawing upon philosophical, literary, environmental, and other varieties of futuristic speculations.

AMS 304 Technology and Science in America 3 Credits

An overview of the development and impact of technology and science on American institutions. Topics include innovation, economic growth, science and its relation to technology, social theory, and the politics of science.

AMS 305 Religion in America 3 Credits

Introduces the changing patterns of American development from the sectarianism of colonial America to the pluralism and growing secularism of the 20th-century American religious scene.

AMS 306 Poetry and Poetics in American Culture 3 Credits

Examines American poetry and poetics in relation to American culture and history of the 18th through the 21st centuries. Students read poems and statements about poetry, view artworks, hear recordings, and examine hypertext versions of poems.

AMS 309 Hip Hop and American Culture 3 Credits

Examines and critiques hip hop as a part of American culture. Students will engage with scholarship from several fields in studying the social conditions that fostered the creation of hip hop music, and discuss how these conditions have and/or have not changed in America since the 1970s, when hip hop was born. Students will delve into such issues as how women relate to hip hop, hip hop poetics and rhyme structures, race relations in hip hop, censorship, and the ethics and legalities of digital sampling.

AMS 310 American Identity in the Arts 3 Credits

Studies the place of the arts and the position of the creative artist in contemporary American society, with particular emphasis on the problems of the artist's search for an American identity in the complex cultural milieu.

AMS 311 Radicalism in 20th-Century America 3 Credits

Discusses a number of radical intellectual, literary, and political movements, organizations, and parties from the points of view of their members and leaders, and their historical genesis and development within the context of 20th-century American political life.

AMS 312 American Photography 3 Credits

An intensive analysis of the documentary, aesthetic, and expressive significance of photography in American culture from 1850 to the present. Particular emphasis on the interrelationships between photography and developments in American history, painting, literature, and the social sciences. This course does not deal with the technical aspects of still photography.

AMS 338 Social Impact of Rock and Roll 3 Credits

Explores rock and roll music as a communication medium of American popular culture. The focus is on both how rock and roll music has influenced, and is influenced by, society. It addresses the origins, development and impact of rock music in relation to some of the critical cultural dynamics that provided not only its context, but also much of its content.

AMS 350 American Gothic 3 Credits

An introduction to American Gothic literature as a genre, including its historical development, governing conventions, politics, and aesthetics, as well as its emotional and cultural impact.

AMS 400 Seminar in American Studies I 3 Credits

A study of arts and letters in America from the Puritan period through the Civil War. Should be taken junior year if possible.

Prerequisite(s): AMS 200.

AMS 401 Seminar in American Studies II 3 Credits

A study of arts and letters in America from Reconstruction to the present. Should be taken junior year if possible.

Prerequisite(s): AMS 200.

AMS 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

AMS 491 Internship in American Studies 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of various manifestations of American society in workplace settings. Placements can be made in business, government, and non-profit organizations and local grassroots movements that draw on the knowledge acquired in the American studies curriculum.

Arts Administration (AAD)

AAD 100 Arts Administration Laboratory 0 Credits

Arts Administration majors explore, expand and employ practical application skillsets relative to required Practicum work and sequentially in preparation for required Internship(s) and eventual employment over three sequential semesters: Sophomore Fall, Sophomore Spring and Junior Fall. Lab coincides with and supports work being done in satisfaction of three, 1-credit practicum credits that must be registered simultaneously.

AAD 121 Intro to Arts Administration 3 Credits

A survey course that covers topics relevant to administering the arts, and includes reviewing state and federal legislation to non-profit organizations, non-profit agency structure, long range planning, board development, marketing, fundraising, public relations, advocacy, budget, human resources and ongoing compliance issues. Students will have opportunities to interact with professionals in the field and explore career options.

AAD 202 Commun/Marketing in Arts 3 Credits

Intended for arts or business majors interested in arts management, this course immerses students in the fundamentals of promoting the arts, from grassroots public relations to basic marketing concepts and applications. Students will have opportunities to interact with professionals in the field and explore career options.

Prerequisite(s): AAD 121 and LL 131, or permission of instructor.

AAD 203 Arts Fundraising 3 Credits

Provides students with an understanding of the ethics, strategies and practices of fundraising for non-profit arts agencies. Students gain an understanding of the role of the development office in a non-profit arts agency, prepare for careers in arts management by increasing the skills necessary to function, and learn to plan a multi-faceted fundraising campaign effectively.

Prerequisite(s): CMP 120 or LL 131.

AAD 204 Arts Outreach & Education 3 Credits

This course examines essential educational components of arts institutions, how they evolve and are produced, and will assess the importance of educational programming to arts organizations and the communities they serve.

Prerequisite(s): AAD 121.

AAD 225 Arts Administration Practicum 1 Credits

Under faculty advisement and project site supervision, students complete a total of three, 1-credit (33-hour) "mini-internships" or practicum projects in service to the field, sequentially in the Sophomore Fall, Sophomore Spring, and Junior Fall semesters, simultaneous to Arts Administration Lab. The first practicum project is in connection with Box Office and Patron Service to Rider Performing Arts. The second is in connection with a project of the student's choosing in service to the arts on campus or beyond. The third is in connection with a project of the student's choosing in service to the field in an outside, professional setting.

Prerequisite(s): AAD 121.

AAD 306 Business and Art of Recording 3 Credits

Survey of the recording industry. Responsibilities of the label and producer, copyrights, royalties, residuals, publishing, contracts and artist development, promotion, distribution, product management, domestic and international licensing, and related technology.

Prerequisite(s): AAD 121 and CBA 110 Introduction to Business.

AAD 307 Touring and Production Management 3 Credits

Organizing, marketing and managing tours. Responsibilities of the booking agent, tour manager, and performers. Case studies, relationships, contracts with venues, transportation companies, housing, and unions, budgeting, press kits, and insurance.

Prerequisite(s): AAD 121, CBA 110.

AAD 308 Legal Aspects of the Arts 3 Credits

A survey of legal issues in the arts and entertainment industries, examining the relationship between arts and the law – from cultural property rights to intellectual property, copyright and beyond.

Prerequisite(s): AAD 121.

AAD 309 Arts Events & Festivals Mgt 3 Credits

Students learn to develop, produce, and staff successful arts events while refining planning skills through practice with theoretical and real arts event venues and participating in the production and management of actual events.

Prerequisite(s): AAD 121.

AAD 350 Arts Venue and Patron Services Management 3 Credits

Integrating workplace with organizational mission: administration, staff, general public, artists. Internal control, artist/employee contracts, collective bargaining, health and safety issues, facilities operation, inventory, cultivation and maintenance of clientele and audience.

Prerequisite(s): AAD 121.

AAD 351 Crossing Cultural Borders 3 Credits

Course includes two weeks at an international arts organization, meeting and shadowing administrative staff, studying management styles, finance, and operational procedures, and attending all possible events during the visit. Travel fee required. May be repeated.

Prerequisite(s): Junior standing.

AAD 375 Special Topics: Arts Admin 3 Credits

Intensive study or activity in a specific area of Arts Administration.

The content will vary with social/cultural events and/or interests and qualifications of the professor. May be repeated for credit. Fee may be required.

Prerequisite(s): AAD 121 or CBA 110 or permission of instructor.

AAD 401 New York Arts Network 3 Credits

Students learn how arts institutions of varying scope, size and function and how administrators keep them running by spending focused, intensive time with them on their own turf.

Prerequisite(s): AAD 121, AAD 202 and AAD 203.

AAD 490 Independent Research and Study 1-4 Credits

This self-motivated, self-directed course culminates in a complete project. The student and the faculty advisor will mutually develop the scope of each project. It will be designed to demonstrate the student's entrepreneurial skills and provide an opportunity for practical application of the curriculum.

Prerequisite(s): AAD 202, AAD 203, and either AAD 121 or CBA 110.

AAD 491 Arts Management Internship 3-12 Credits

Arts Administration majors are required to spend 13 weeks of on-site participation in a broad range of daily operations at an internship site. In addition, there are group meetings with all students participating in internships and site-analysis assignments given under the direction of Arts and Sciences faculty. Students may enroll for a maximum of 6 credits of internships.

Prerequisite(s): Junior standing.

Baccalaureate Honors (BHP)**BHP 100 Honors Seminar: Great Ideas I 3 Credits**

Traces the impact of great ideas on society, politics, economics, science, and the arts. This writing-intensive course substitutes for CMP 120 Expository Writing. Freshmen only.

BHP 150 Honors Seminar: Great Ideas II 3 Credits

A continuation of Great Ideas I, the introductory Freshman Baccalaureate Honors Seminar. Great ideas are studied in their cultural and historical contexts and from an interdisciplinary perspective. Students are guided in writing an effective research paper. This writing-intensive course substitutes for CMP 125 Research Writing. Freshmen only.

BHP 201 Honors Seminar: Age of Shakespeare - A Study in Cultural History 3 Credits

Studies the cultural history of Elizabethan and Jacobean England and of its visual and literary arts. More specifically, the course will investigate the peculiarly English synthesis of the old and new, Medieval and Renaissance, Continental and English in the arts and ideas of the Age of Shakespeare.

BHP 206 Honors Seminar: Politics/Literacy 3 Credits

Students will analyze literary texts in the context of selected political periods and ideologies, going beyond literary content to understand how language, genre, and structure mirror, otherwise represent, or criticize the political order within which the author writes.

BHP 209 Honors Seminar: Law and Arts 3 Credits

Fosters analysis of controversial art images from a range of genres (e.g., films, paintings, photographs, music, literature, and sculpture) and asks students to consider connections between the art and political/social/legal issues. Topics will include censorship, propaganda, and intellectual property.

BHP 211 Seminar: Theories of Justice and the American Common Law 3 Credits

Examines some of the 'perennial' theories of justice, both classical and modern, that have left their mark on the evolution of Western concepts of justice. The practical implications of such theories and the two-way traffic between them and social realities will be explored through their application by the American courts. In addition to studying actual cases, students will participate in the adjudication of theoretical cases, both fictional and taken from contemporary realities.

BHP 212 Children and the Media 3 Credits

This course examines how children and adolescents use and understand media and analyzes the role of media in their social and cognitive development. After studying the socializing presence of the media, students will analyze how exposure to television programs, movies, magazines and the Internet shapes children's socio-emotional development and their understanding of cultural norms. This course will also explore the effects that media use has on children's health, aggressiveness, and academic performance. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BHP 213 Honors Seminar: Text and Context 3 Credits

Studies the major themes of a period of cultural change as they are expressed in important social, scientific, literary, and artistic works. Students will immerse themselves in a single major literary work and will interpret it in light of a number of coordinate texts and works from the social sciences, from contemporary comment, and from the arts.

BHP 215 Honors Seminar: Universe & Origin 3 Credits

This course examines both the historical and ongoing scientific research that contributes to our understanding of how life arose on Earth. The evolution of primitive life to the present-day diversity of living organisms will also be explored. Over the course of the class, we will trace the development of theories concerning the evolution of life, with particular emphasis on biologic, geologic, and cosmic time scales.

BHP 222 Honors Seminar: Existentialism in Literature 3 Credits

Introduces students to Existentialism as a 20th-century movement with roots going back to the 19th century and as a philosophy that has special relevance and importance for understanding today's world. Reading and discussion are based on topics of special concern to Existentialist philosophers: lying and the nature of reality, faith and reason, revaluation of values, and the meaninglessness of life. Readings will comprise a variety of fiction and non-fiction genres. Authors may include Dostoevsky, Unamuno, Camus, Sartre, Kierkegaard, Nietzsche, Brecht, Kafka, Pirandello, Weil, and Beckett.

BHP 224 Worlds Apart: Global Perspectives on Development and Inequality 3 Credits

This course will examine the causes and patterns of uneven societal development in the world today, including consideration of historical and contemporary factors such as colonialism and globalization. Consequences of increasing inequality for the well-being of populations across the globe will also be discussed.

BHP 227 Race, Gender, and Sexuality in the Age of Empire 3 Credits

This course examines the history and literature of British and American imperialism from 1890 to the present, focusing on the intersections of race, gender, class, and sexuality. The course will cover themes of national identity, representations of colonized peoples, and imperialism as a cultural project. The history of imperialism as understood through literary and cultural analyses will focus on the functioning of gender, sexuality, and race in the ideologies and strategies of imperialism and anti-imperialism and in the psychological impact of colonial rule. Overall, we will consider how such analyses can inform a(re)defining of the colonial project.

BHP 230 Honors Seminar: Political Culture 3 Credits

Explores social, political, and cultural transformations associated with the radical extension of cybernetic and reproductive technologies in modern society. In particular the course will focus on the impact of new so-called high technologies such as computer-based communications, robotics, and biotechnology on such areas as the structure of the world economy, the organization of work, patterns of consumption, styles of popular culture, the design of private and public space, and the liberal-democratic political process.

BHP 231 Honors Seminar: Natural Adventures 3 Credits

Examines connections among environmental history, biology, and ecology. Human attitudes toward the natural environment are complex and have changed overtime, ranging from terror to exaltation from exploitation to preservation. Focus will be on the impact of changes in human land use and technology on natural ecosystems, exploring feedbacks between the two. Hands-on experiences will supplement readings from the primary literature both in science and history as well as literary explorations of nature.

BHP 232 Honors Seminar: Science and Politics of the Jersey Shoreline 3 Credits

Designed to acquaint the student with the scientific basis for evaluation of coastal problems and the political realities of funding and policy, focusing on the New Jersey Shoreline. Course topics will include consideration of waste disposal in ocean systems, depletion of ocean resources, physical and biological ramifications of human activities on the environment, and the political problems in dealing with mitigation of environmental stresses.

BHP 259 Honors Seminar: The Environment: a Conflict of Interest 3 Credits

Examines critical environmental issues such as global warming; food, water and energy resources; population trends; and global industrialization. Topics for context will include the origin of the elements, the origin of solar systems, and the origin of life as well as the basic principles of the current biotechnical revolution. Scientific understanding will be combined with knowledge about strategies for raising community awareness in order to (re)formulate public policy. In teams, students will be asked to define the problems; research available and prospective solutions; identify the technical, social, political, and economic constraints; and finally propose a workable strategy for making progress toward solutions.

BHP 260 Honors Seminar: Education and the Arts 3 Credits

Through the study of classic and contemporary artistic works as well as influential philosophies and theories of education, this course explores representations of education in fiction, nonfiction, poetry, film, and music and the relationship between theory and practice. Society's shifting and ambivalent attitudes toward teachers and the educational process will be studied from multiple perspectives, including those of artists who are important educators themselves.

BHP 268 Honors Seminar: Love and Chivalry in the Arthurian Tradition 3 Credits

The legends attached to King Arthur of Britain and the Knights of the Roundtable have fascinated audiences for the past 1500 years. This course will examine the origins, development and meanings of love and chivalry, two essential themes in the Arthurian legends. Through study of the two major love triangles in the tradition—Arthur-Guinevere-Lancelot, and Tristan-Isolde-Mark—and the chivalrous quests of Lancelot, Tristan, Gawain, Parzival, and other Knights of the Roundtable, students will discover how Arthurian ideals regarding love, chivalry, kingship, and heroism were established and why they still resonate in popular culture. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BHP 270 Interdisciplinary Studies 3 Credits

Exploration of interdisciplinary topics and themes in honors courses team-taught by instructors representing different disciplinary specialties.

BHP 271 Special Topics in Interdisciplinary Studies 3 Credits

Exploration of interdisciplinary topics and themes in honors courses team-taught by instructors representing different disciplinary specialties.

BHP 280 Honors Seminar: The World as a Social Construct 3 Credits

Challenges students to view the world as a product of historical and philosophical traditions as reflected in global communication dynamics. Forms of both ancient and modern political governance and their influence on international socio-political alliances will be examined, especially as reflected in cosmopolitanism, urbanization, and migration. Topics include the impact of the revolution in modern means of communication and obstacles to communication among peoples of diverse nations.

BHP 300 Honors Seminar: Cultural Politics 3 Credits

With attention to genres such as literature, music, film, and the visual arts, this course explores the role of artistic expression as it reflects and/or subverts the structural elements and distribution of power in a selected culture and time period.

BHP 302 Mirrors of the Mind: The Interplay of Literature and Psychology 3 Credits

In exploring the longstanding and evolving partnership between literature and psychology, this course addresses the following questions: How does understanding of psychological theory enhance our reading of literature? How does reading of literature affect our judgements and our responses to real-world situations? How can literary texts aid psychologists in refining theories explaining human behavior? Readings include classics, as well selections by recent writers and theorists representing both disciplines. Among the themes typically discussed are struggles in achieving stage-salient goals in life (separation from parents during adolescence and beginning the assumption of adult roles, etc.); complexities in social interactions (familial, romantic, etc.); the development of empathy; perceptions of self and other; loss and grief, morality; and the influence of culture on personality and behavior.

Prerequisite(s): Completion of BHP 150 and minimum GPA 3.3; or POI.

BHP 303 Honors Seminar: Politics & Philosophy of the 60's 3 Credits

Examines three major American political movements of the 1960s—the black movement, the student movement, and the feminist movement—with an emphasis on the interactions among philosophy, politics, and culture. These themes are studied using original sources including theoretical writings by the movements' main proponents and texts describing particular events and developments in political and social history. Source materials may also include documentary films and recordings which represent the cultural assumptions of the period.

BHP 304 Honors Seminar: Europe Armageddon 3 Credits

Investigates the history and literature of World War I in order to understand how it shaped the civilization of the 20th century and how it affected the lives of those who experienced it.

BHP 307 Honors Seminar: Presence of Mind - Artificial intelligence and Human Creativity 3 Credits

What is Artificial Intelligence (AI)? In what ways can computers “think”? How is their “thinking” similar to and different from that of humans? Through readings, lectures, discussions, and creative projects, students will investigate evidence of intelligence and creativity in various disciplines including music composition, art, and human and non-human systems. We will examine predictions for AI that date back to the 1930s and ponder likely developments in this area in the 21st century. No prior experience with computers or music is required.

BHP 309 Honors Seminar: Genetic Engineering and the Philosophy of Science 3 Credits

Highlights the different perspectives held by scientists and philosophers regarding current bioethical issues. Topics include classical ethical theory, applied ethics, and basic biology as it relates to topics such as stem cells, cloning, and assisted reproduction. Students will learn how to construct and present rational, objective arguments during class discussions and presentations. At the end of this course, students will have gained a strong perspective both the ethical and biological foundations behind modern “hot-button” topics in genetics.

BHP 310 Honors Seminar: European History 3 Credits

Involves reading major European historical novels of the 19th century. Students will discuss why the vogue for historical fiction began and why the novels of Sir Walter Scott had such a tremendous impact on the genre. Examined will be such questions as the definition of historical fiction, the importance of historical accuracy, the relationship of literature and history, and the influence of historical differences in the development of historical fiction in different countries.

BHP 312 Honors Seminar: Musical Expression 3 Credits

Examines the relationships between political culture (e.g., enlightened reform, revolution, or reaction) and musical discourse in periods selected from Viennese classicism, Biedermeier/romanticism, post-romanticism and expressionism. Major emphasis will be placed upon how composers such as Mozart, Beethoven, Schubert, Mahler, and Schoenberg exploited and developed musical forms, and chose and set texts to respond to the imperatives of their political and cultural environments.

BHP 314 Honors Seminar: Symbolism/Impressionism 3 Credits

Examines Symbolist literature and Impressionist music. Students will come to understand some interrelationships between literary and musical creativity in the late 19th and 20th centuries by studying Symbolist literature and Impressionism in music history—two movements that had significant impact on Modernism and that continue to influence contemporary creative work.

BHP 315 Honors Seminar: 20th Century European Ideologies 3 Credits

Covers the origins and development of 20th-century European ideologies in a comparative perspective. Topics include the condition of European political culture at the turn of both centuries (i.e., 1900 and 2000), methods of spreading Nationalism and national culture, the First World War and the emergence of Fascism and Communism, the origins and consequences of the Cold War, the development and fate of the Socialist and Capitalist systems, and the ideology of Conservatism/Liberalism. We will also reflect upon the condition of European political culture in our day.

BHP 318 Honors Seminar: The Bible as Literature and Philosophy 3 Credits

Discusses selections from the three major divisions of The Bible: the Old Testament, the New Testament, and the Apocrypha. Stories such as Joseph and his brothers, Exodus, Samson and Delilah, Jonah and the Whale, Susannah and the Elders, the raising of Lazarus, and the trial and execution of Jesus will be read. Students will study many genres, including the short story (The Book of Ruth), poetry (Psalms), history (I and II Samuel), apocalypse (Revelations), letters (I and II Corinthians), and philosophical tales (The Book of Job).

BHP 319 Honors Seminar: Arts of Memory 3 Credits

Collective memory, cultural memory, computer memory, crises of memory: explores different ideas about memory through a variety of disciplinary lenses within the humanities, including film, music, rhetoric, literature, history, and fine art. Topics will include the nature of group and cultural memory, mnemotechnica (the structures and techniques of memory), the representation of memory, memory anomalies and problems, and historical and national memory.

BHP 320 Honors Seminar: Gender and Music 3 Credits

Through listening and reading assignments, introduces students to the role of gender in shaping the creation, performance, and reception of Western music. Topics include canon formation and the reception history of works by male and female composers; the historical conditions in which women became composers, performers, listeners, and patrons; the musical representations of gender difference and sexuality; definitions of feminine and masculine musical style; ideologies of genius; and gender issues in music aesthetics, music historiography, and in the biographies of composers.

BHP 321 Gender and Sexuality in Hip Hop and R & B 3 Credits

This course explores the formation of femininity, masculinity, and sexuality in Hip-Hop and R&B, focusing on the music, images, and politics of the genres. Because Hip-Hop and R&B also exist in dynamic relationship with a variety of other genres, including funk, soul, rock, disco, jazz, and electronic dance music (EDM), some of these other genres will be included in readings and discussions along the way. Related topics include racial identity theory, religion, and a variety of other social constructions as mediated through rhetoric and discourse conventions that shape who we are and how we understand ourselves.

BHP 322 Honors Seminar: Guilty and Innocent 3 Credits

Through the study of social theory and research, legal cases, fiction, non-fiction, film and poetry, this course examines theories of criminal motivation and behavior, determination of blame, and assignment of appropriate punishment. Topics include changes in legal and cultural understandings of individual and social responsibility for criminality; the nature, purpose, and effects of punishment; and the impact of race, class and gender on defining crime and determining guilt or innocence. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BHP 323 Capitalism: On Trial 3 Credits

Capitalism as a socio-economic system is put on trial! Readings for and against capitalism, drawn from a range of influential classic and contemporary texts, are examined and discussed in class. The competing theories are applied to current social, economic, and political issues. The role of government in the economy is also debated.

BHP 325 Literature and Political Realities: Dictatorship to Democracy in Latin America 3 Credits

Explores Latin American politics and government in the 20th century and of the role of artists, primarily writers of fiction and poetry, as a corps of truth-tellers and resisters in the face of government propaganda, censorship, and cultural/political repression. The course will center upon themes and theories that help us explain the current state of Latin American politics and culture, and the dynamics of their mutual influence. We will emphasize the vacillation between authoritarianism and democracy as well as the role of revolutionary change in the region. Analysis of economic, social, cultural, and historical influences on contemporary Latin American politics will be complemented and enriched by a study of representative works from important cultural and artistic movements.

BHP 330 Campaign Persuasion 3 Credits

This course will explore both political campaign communication history and practice, with a particular focus on current campaigns in New Jersey. The interface between communication theory and politics and the way in which messages are framed by the media will be explored. Guest speakers will share their perspectives on selected campaign issues. To move from the classroom and theory to real situations, students will be encouraged to volunteer for a campaign in New Jersey, and assignments will be focused on creating practical examples of political campaign communication materials.

BHP 350 Genocide and Human Rights 3 Credits

Explores one of the main paradoxes of the modern era: the development of human rights standards and, at the same time, the expansion and intensification of genocide, ethnic cleansing, systematic torture, and other crimes against humanity. A central question runs through the course: How are these two polar opposites, human rights and genocide, related? Concentrating on the period from the eighteenth century to the present, and encompassing virtually every area of the globe, we will discuss and debate the meaning of contested key terms, investigate particular historical cases of mass atrocities, and examine critically some of the recent efforts at redress, justice, and memory.

BHP 490 Ind Study: Resrch/Creative Expn 1-4 Credits**BHP 499 Baccalaureate Honors Thesis 3 Credits**

Students completing the Baccalaureate Honors Program undertake a capstone project, which may be research-based and/or creative. Minimum 3 credits in total, which may be completed in fall or spring of senior year or distributed across both semesters. For details, see BHP Web site: http://www.rider.edu/15478_6437.htm.

Behavioral Neuroscience (BNS)

BNS 107 Life Science: Brain and Behavior 3 Credits

An introduction to the biology of the human brain and the rest of the human nervous system. Topics in neuroscience are covered in molecular, cellular, and systematic terms. Additional material is presented on the origins and effects of neurological and psychiatric diseases. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BNS 250 Biostatistics 4 Credits

This course will assist students with acquiring the skills necessary to design, conduct, and interpret research studies. Emphasis will be on learning how to develop experimental designs to translate theoretical concepts into testable hypotheses. Experiments conducted during laboratory sessions will use laboratory mice and will use equipment for measuring animal behavior. Students will gain experience collecting, analyzing, writing and orally presenting their research results. Three hours of lecture and one three-hour lab per week. Prerequisite(s): MTH 105 or higher or placement into MTH 210, grade of "C" or better in one lab science course.

Corequisite(s): BNS 250L.

BNS 250L Biostatistics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BNS 250.

BNS 275 Behavioral Neuroscience 4 Credits

An introductory behavioral neuroscience course including basic neuroanatomy and neurophysiology of movement, ingestive, reproductive, emotional, and learning behaviors. Emphasis is on the structure/function relationships that allow animals to make appropriate physiological and behavioral responses to the environment. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115 & BIO 116.

Corequisite(s): BNS 275L.

BNS 275L Behavioral Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 275.

BNS 310 Neurobiology 4 Credits

A lecture-laboratory course investigating the structure and function of the nervous system. Lecture topics include organization of the nervous system, neuroanatomy, neurophysiology, neurochemistry, physiology of sensory systems, biological aspects of nervous system diseases, and behavior. Laboratory exercises include study of anatomy of the nervous system, nerve cell recording, modern neuroanatomical techniques, and the neural basis of animal behavior. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course. Corequisite(s): BNS 310L.

BNS 310L Neurobiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 310.

BNS 360 Neurochemistry 4 Credits

Examines the fundamentals of neurochemistry, including the neuroanatomical distribution, pharmacology, and functions of neurotransmitters; signal transduction pathways; behavioral and physiological effects of chemicals either used therapeutically to treat biopsychological disorders or that may be abused for their psychotropic effects; and mechanisms and models for the study of drug action. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116, CHE 122, CHE 123 with a grade of C or better in each course.

Corequisite(s): BNS 360L.

BNS 360L Neurochemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BNS 360.

BNS 375 Neuroethology: Circuits of Behavior 4 Credits

Neuroethology is the study of the neural and physiological basis of animal behavior. This course focuses on the specific behavioral problems faced by animals in their natural habitats, and the ways in which their nervous systems solve these problems. The mechanisms that underlie complex behaviors such as spatial orientation and navigation, escape mechanisms, and animal communication will be examined, as well as the extraordinary sensory adaptation of organisms to their environments (e.g., echolocation, electroreception, and magnetic reception). The neural control of motor programs and temporally-patterned behaviors will be studied in simpler neuronal systems. Finally, recent cellular and molecular approaches to the study of behavior will be addressed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BNS 375L.

BNS 375L Neuroethology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BNS 375.

BNS 415 Seminar in Behavioral Neuroscience 3 Credits

Critical analysis of the scientific literature pertaining to current topics in behavioral neuroscience. Topics include mechanisms through which the brain influences physiology and behavior and the integration of nervous and endocrine systems. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116 or BNS 118, BIO 117, junior standing and permission of instructor.

BNS 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BNS 491 Internship in Behavioral Neuroscience 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Biochemistry (BCH)

BCH 225 Introduction to Organic and Biochemistry 4 Credits

An introductory course describing the basic principles of organic chemistry and biochemistry as they relate to human metabolism and disease. The nature of the chemical structure and reactivity of organic functional groups such as alcohols, aldehydes, ketones, carboxylic acids and amines will be presented with biological processes in mind. The biochemistry of the macromolecules DNA, RNA, proteins, carbohydrates and lipids will be discussed leading in to a discussion of some of the more important metabolic pathways. This course is intended for science majors who do not take the full two semester sequence of organic chemistry and two semesters of biochemistry and desire a background in biochemistry. Non-science major students who have had one semester of general chemistry and one semester of biology may also enroll in the course. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): CHE 120, CHE 121; BIO 115 or BIO 117.

Corequisite(s): BCH 225L.

BCH 225L Introduction to Organic & Biochemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BCH 225.

BCH 325 Biochemistry I 3 Credits

Outlines the chemistry and biological function of carbohydrates, proteins, lipids, nucleic acids, vitamins, and enzymes, and introduces enzyme kinetics and biological energetics. Degradative metabolic pathways of carbohydrates and lipids, and their controlled interrelationships are discussed in detail.

Prerequisite(s): CHE 214.

BCH 326 Biochem and Enzymology I Lab 1 Credits

The laboratory work illustrates techniques and methods essential to the biochemist. Methods for quantification of proteins, purification of enzymes and determination of their kinetic parameters, polarimetry, and structure proof of carbohydrates. The lab must be taken concurrently with BCH 325 by biochemistry and biology majors, but is optional for others.

Prerequisite(s): CHE 123, CHE 214.

BCH 330 Biochemistry II 3 Credits

Continuation of Biochemistry I. Includes molecular analysis of biological membrane structure and function and a molecular level analysis of information flow from DNA through RNA to proteins. Other topics include mechanisms of hormone action and an expansion on metabolic concepts.

Prerequisite(s): BCH 325.

BCH 331 Biochemistry II Lab 1 Credits

Methods of protein analysis, building on techniques and principles learned in BCH 326. Students will use bioinformatics and molecular biological techniques, including PCR, to harness and change protein sequence. They will implement modern protein purification techniques, develop enzyme essays, and perform equilibrium binding assays to investigate the relationships among protein sequence, structure, and function.

Prerequisite(s): BCH 326, BIO 117.

BCH 425 Medicinal Chemistry 3 Credits

A comprehensive description of the important principles of medicinal chemistry including principles of rationale drug design with synthetic strategies, mechanisms of drug actions, structure-activity relationships, the absorption, distribution, metabolism and elimination of drugs. Specific classes of drugs to be discussed include: anticancer agents, analgesics, anti-inflammatory drugs, steroids, drugs acting on the nervous system and antibiotics.

Prerequisite(s): BCH 325 or permission of instructor.

BCH 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurement, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BCH 491 Internship in Biochemistry 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the students' overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Biology (BIO)

BIO 100 Life Science 3 Credits

An introductory course for non-science majors in which students develop an understanding of the nature of science and are introduced to foundational topics in the biological life sciences and how they relate to human affairs. The course may emphasize human evolution, genetics, aging, disease, reproduction, bioethics or other topics in biology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

BIO 110 Life Science: Inquiry Approach 4 Credits

An introductory course for non-science majors in which students develop an understanding of biological evolution, the molecular basis of heredity, the cell, matter, energy and organization in living systems, and the interdependence of organisms. In addition, students will develop an understanding of science as a human endeavor, the nature of scientific knowledge, and historical perspectives. Through investigative activities, students will develop an understanding about scientific inquiry and develop abilities necessary to do scientific inquiry. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 110L.

BIO 110L Life Science: Inquiry Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 110.

BIO 115 Principles of Biology I 4 Credits

An introductory biology course focusing on major themes of biology: what is life?; Cells as fundamental structure and functional unit of life; information transmission, storage and retrieval; Diversity and unity of life explained by evolution. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 115L.

BIO 115L Principles of Biology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 115.

BIO 116 Principles of Biology II 4 Credits

An introductory biology course focusing on major themes of biology: Energy and matter to carry out life's essential functions; Interdependent relationships characterize biological systems (homeostasis, growth & development); Behavior of living things; Ecology and the environment. Three hours of lecture and one three-hour lab per week.

Corequisite(s): BIO 116L.

BIO 116L Principles of Biology II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 116.

BIO 206 The Pharmaceutical Industry 3 Credits

An introduction to drug discovery and development. Topics include how drugs are used to diagnose, cure, treat, and prevent disease and how drugs affect body function. The origins of diseases and the early attempts at treatment are also covered. Designed for business majors; does not satisfy requirements for the biology major.

Prerequisite(s): BIO 100 or BIO 101 or BIO 106 or BIO 108 or BNS 107 or CHE 115.

BIO 210 Hospital Intern Program 2 Credits

An internship that provides students with the experience in the practical aspects of medicine. Major departments in the hospital such as the emergency room, operating room, clinic, radiology, and the laboratory will be open for student rotations. Field trips to various medical schools in the area will provide information on professional school educational opportunities available in the health professions.

Prerequisite(s): sophomore standing or above and permission of instructor.

BIO 215 Medical Microbiology 4 Credits

Biology of prokaryotes of medical interest with emphasis placed on diversity and host-pathogen interaction. Current research literature will be covered and presented by students. Methods of microbial identification are introduced in the laboratory and applied in the identification of mock clinical isolates. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course,

Corequisite(s): BIO 215L.

BIO 215L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 215.

BIO 221 Human Anatomy & Physiology I 4 Credits

A comprehensive survey of the structure and function of musculo-skeletal systems, neuroendocrine systems and related tissues and cellular interactions. Physiological applications include homeostasis, muscle dynamics, and cell activities. Laboratory exercises complement lecture material through the use of animal dissections, wet labs, computer-assisted investigations, microscopy, and models. Exams, case histories, personal investigations, and lab practicums assess learning. Course emphasis supports allied health and pre-professional training. Three hours of lecture and one three-hour lab per week. Designed for allied health students; does not satisfy requirements for the biology major. **Prerequisite(s):** HSC major ONLY or Permission of instructor.

Corequisite(s): BIO 221L.

BIO 221L Human Anatomy & Physiology I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 221.

BIO 222 Human Anatomy & Physiology II 4 Credits

A comprehensive survey of the organ systems of the body including special senses, cardiovascular, respiratory, digestive, excretory, reproduction and development. Physiological components include electrolytes, metabolism, nutrition, and the mechanisms of homeostasis and cell reception. Lab studies support lecture material through dissections, wet labs, computer-assisted learning, microscopy, and models. Assessment includes lab practicums, exams, and reports. Course emphasis supports allied health and pre-professional training. Designed for allied health students; does not satisfy requirements for the biology major. **Prerequisite(s):** BIO 221.

Corequisite(s): BIO 222L.

BIO 222L Human Anatomy & Phys II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. **Prerequisite(s):** BIO 221L.

Corequisite(s): BIO 222.

BIO 250 Field Natural History 4 Credits

Identification, life history, and interrelationships of plants and animals in natural landscapes of New Jersey. Field, lab, discussion and lecture exercises will prepare students to lead informative and safe nature walks. Nature writing and natural resources management also covered. Three lectures and one three-hour laboratory per week; most labs take place outdoors. Two Saturday field trips (laboratory time will be adjusted accordingly). Designed for education majors; does not satisfy requirements for the biology major.

Corequisite(s): BIO 250L.

BIO 250L Field Natural History Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 250.

BIO 260 Principles of Biology: Evolution, Diversity, and Biology of Cells 4 Credits

Lectures and labs focus on basic cell biology. Cell diversity and function, genetics and biotechnology are emphasized. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115/115L and BIO 116/116L or BIO 115, BIO 117, (BNS 118 or BNS 275).

Corequisite(s): BIO 260L.

BIO 260L Principle of Biology: Cells Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 260.

BIO 265 Genetics 4 Credits

A comprehensive course focusing on molecular, Mendelian, and population genetics. Topics covered will include molecular advances in the study of genetics, including genomics and bioinformatics; evolution and the effects of genetic mutations; the application of population genetics to forensic science; genetic problem solving, including genetic crosses and statistical analysis; and regulation of gene expression. The laboratory for this course will introduce students to commonly used genetic model organisms and basic molecular biology techniques. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course.

Corequisite(s): BIO 265L.

BIO 265L Genetics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 265.

BIO 272 Intro to Marine Biology 3 Credits

Introduces students to the study of marine environments, emphasizing the diversity, ecology, and physiology of marine animals, algae, and plants. Aspects of the human impact on marine environments are also discussed. Prerequisite(s): BIO 115 or BIO 116 or BNS 118 and grade of "C" or better.

Corequisite(s): BIO 272L.

BIO 272L Marine Biology Laboratory 1 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 272.

BIO 290 Special Topics in Biology 3 Credits**BIO 300 Developmental Biology 4 Credits**

Lectures and laboratories explore molecular, cellular, and genetic mechanisms of animal development. Aspects of gametogenesis, fertilization, induction, cytoplasmic determinants, morphogenetic movements, differentiation and developmental evolution are discussed. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course.

Corequisite(s): BIO 300L.

BIO 300L Developmental Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 300.

BIO 305 Vertebrate Physiology 4 Credits

Study of the principles and mechanisms of mammalian physiology. Topics include the nervous system, muscle physiology, cardiovascular physiology, respiration, gastrointestinal activity, renal function, and endocrine physiology. Lectures and laboratory exercises emphasize homeostatic mechanisms and organ-system interactions. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 305L.

BIO 305L Vertebrate Physiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 305.

BIO 321 Microbiology 4 Credits

An introduction to the discipline of microbiology, with an emphasis on the biology of prokaryotes found in all the natural realms of our environment, including the oceans, soil, atmosphere, and extreme habitats. Emphasis will be placed on microbial diversity, fundamental microbial processes, and the continual interaction between microbes and the natural environment. Classical and modern methods of identification are introduced in the laboratory. Three hours of lecture and one three-hour lab per week. Some field trips are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 321L.

BIO 321L Microbiology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 321.

BIO 335 Plant Biology 4 Credits

Biology of seed plants, including growth, development, and reproduction of flowering plants. Emphasis is placed on acclimation and adaptations demonstrating environmental influences on plant structure and function. Current literature involving molecular mechanisms of control will be discussed. Three hours of lecture and one three-hour lab per week. One Saturday field trip. Prerequisite(s): BIO 115, BIO 116, CHE 122.

Corequisite(s): BIO 335L.

BIO 335L Modern Plant Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 335.

BIO 340 Evolutionary Biology 4 Credits

Where did we come from? This course will explore the generation of biological diversity on earth. Course topics will include: the history of evolutionary thought; the different lines of evidence and fields of inquiry that bear on our understanding of evolution; selection vs. random changes in populations over time; speciation; extinction; the molecular basis of evolution; and evolutionary developmental biology. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) and BIO 265 with a grade of C or better in each course.

Corequisite(s): BIO 340L.

BIO 340L Evolutionary Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): BIO 340.

BIO 350 General Ecology 4 Credits

An investigation of the processes that regulate the distribution of plants and animals throughout the biosphere. Relationships among species and their interactions with the environment are stressed. Quantitative analyses of experimental results and current research in basic and applied ecology are discussed. Laboratory activities explore conceptual models using both field activities and computer simulations. Three hours of lecture and one three-hour lab per week. One Saturday field trip (laboratory time will be adjusted accordingly). Prerequisite(s): BIO 115, BIO 116, with a grade of "C" or better in each course.

Corequisite(s): BIO 350L.

BIO 350L General Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 350.

BIO 370 Immunology 4 Credits

An introduction to the cells and molecules of the immune system with emphasis on recent advances. Topics include AIDS, autoimmunity, transplantation, and cancer. Readings from current journals will be discussed and presented by students. The laboratory will introduce current research techniques and then apply these to a research problem with critical analyses of the data generated. Three hours of lecture and one three-hour lab per week. Prerequisite(s): BIO 115, BIO 116 and (BIO 260 or BIO 117) with a grade of C or better in each course.

Corequisite(s): BIO 370L.

BIO 370L Immunology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 370.

BIO 372 Behavior of Marine Organisms: Evolutionary Approach 4 Credits

An examination of the underlying mechanisms and evolutionary causes of behavior, including habitat use, feeding, and mate choice, particularly in marine organisms. The laboratory will involve collecting, analyzing and interpreting field data and performing experiments in the lab using a variety of marine organisms including fish and crabs. Three hours of lecture and one three-hour lab per week. Some full-day field trips (usually on a weekend) are required. Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course.

Corequisite(s): BIO 372L.

BIO 372L Behavior of Marine Organisms: Evolutionary Approach Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 372.

BIO 390 Special Topics in Biology 4 Credits

This course will provide students the opportunity to deeply explore a specialized topic in the broad field of biological sciences. The course entails 3 hours of lecture and 3 hours of laboratory per week, and may satisfy upper-level biology course requirements for the Biology, Behavioral Neuroscience, and/or Health Sciences majors. Examples may include such topics as ornithology, ethnobotany, entomology, neuroelectrophysiology, or exercise physiology, among other possibilities. Prerequisite(s): BIO 115 + BIO 115L and BIO 116 + BIO 116L.

Corequisite(s): BIO 390L.

BIO 390L Special Topics in Biology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): BIO 390.

BIO 400 Seminar in Cellular and Molecular Biology 3 Credits

Critical analysis of the scientific literature pertaining to current topics in cell and molecular biology. Topics may include: genomics, regulation of gene expression, development, and molecular processes of disease. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) with a grade of C or better in each course, junior standing, and permission of instructor.

BIO 416 Bioinformatics 3 Credits

A comprehensive overview of relevant computer-based technologies used in genome research, DNA sequence analysis, and evolutionary biology. Will focus extensively on Internet resources and predictive algorithm usage for determining evolutionary relationships of organisms based on molecular evidence. Lectures will focus on terms and concepts frequently used in genomic and bioinformatic research, while computer labs will allow students to perform hands-on projects with actual DNA sequence data.

Prerequisite(s): BIO 115, BIO 116, (BIO 260 or BIO 117) with a grade of C or better in each course, junior standing, permission of instructor and BIO 265 recommended.

BIO 420 Seminar in Organismal Biology 3 Credits

Critical analysis of the scientific literature pertaining to current topics in physiology and organismal biology. Topics may include hormonal control of behavior, immune pathogen interactions, and other aspects of whole animal and/or plant biology. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course; junior standing, and permission of instructor.

BIO 450 Seminar in Ecology & Evolution 3 Credits

Critical analysis of the scientific literature pertaining to current topics in ecology and evolutionary biology. Ecology and evolution of terrestrial and aquatic systems may include scales of adaptation, mechanisms, or human impacts. Three hours of lecture per week.

Prerequisite(s): BIO 115, BIO 116 with a grade of C or better in each course; junior standing, and permission of instructor.

BIO 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

BIO 491 Internship in Biology 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations. These can include educational or research institutions. The method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and should include keeping a journal of activities, a term paper or project report and a poster presentation. 2.5 GPA required.

Prerequisite(s): Permission of the instructor.

Business Administration (BUS)

BUS 210 Intro to Law: Contracts 3 Credits

An introduction to the origin of current law, with emphasis on the development of business law, students are exposed to legal terminology and acquainted with the system of application of rules of law to actual situations. The laws of contracts, particularly common-law developments, are considered in great detail.

BUS 211 Commercial Law 3 Credits

The law as related to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code is considered in depth. Warranties, guarantees, remedies, and product liability are explored. The laws of bankruptcy and insurance are also considered.

Prerequisite(s): BUS 210.

BUS 214 Advanced Business Law 3 Credits

This course provides students with an introduction to the fundamentals of individual and organizational forms of doing business. The laws governing agency, partnerships, corporations, and the purchase and sale of securities will be explored. The legal consequences of the relationships, and the rights and duties of the parties and entities will be discussed, as will the rules of law governing real, personal, and intellectual property, including the transfer of title to real property, the various types of bailments, the landlord-tenant relationship, and the laws concerning wills, trusts, and estates. The concerns of businesses that compete in the global environment through the study of international law will also be discussed. This course replaces the property (BUS 213) and business associations (BUS 212) courses; you may not take this course if you have taken either of these courses.

Prerequisite(s): BUS 210.

BUS 300 The Legal and Ethical Environment of Business 3 Credits

The strategies by which organizations in the private as well as the public sectors interact with, adapt to, and attempt to influence their external environments are explored. The primary emphasis is on evaluating the effect of business and governmental decisions on the quality of life. The role of regulatory agencies and the impact of local and national legislation on organizational behavior are considered.

Prerequisite(s): 54 credits.

BUS 315 Health Care Law, Ethics & Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

Prerequisite(s): 24 credits.

BUS 375 International Business Law 3 Credits

This course considers the impact of international organizations and treaties on global business and examines the various methods of international dispute resolution. Important legal and ethical issues related to conducting business overseas are discussed including the topics of labor and employment rights, environmental law, and intellectual property.

Prerequisite(s): 54 credits.

BUS 400 Strategic Mgmt and Policy 3 Credits

This capstone course for seniors in business administration provides a framework for problem identification, analysis, and decision making within the organization. Students are given the opportunity to integrate and apply previously acquired knowledge of accounting, decision sciences, economics, finance, marketing, management, and statistics. Case studies, critical incidents, and other appropriate techniques are utilized.

Prerequisite(s): 84 credits, CIS 185, ACC 210, ACC 220, MKT 200, MGT 201, FIN 220, MSD 340, BUS 300, CIS 385 or GSC 385.

BUS 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

BUS 444 Selected Topics Business Policy 3 Credits

The study of a selected topic of contemporary interest related to one or more of the following: strategic management, business law, business ethics, social responsibility, legal environment of business. Readings, research, lectures, discussions, and other methods will be used.

Prerequisite(s): to be determined by instructor.

BUS 490 Independent Research and Study 3 Credits**BUS 491 Business Admin Internship 1-4 Credits****BUS 492 Global Business Internship 3 Credits**

Business Data Analytics (BDA)

BDA 205 Introduction to Business Data Analytics 3 Credits

The primary objective of this course, as the introductory course in a business analytics sequence, is to familiarize students with business analytics and its value, application, and implications in various contexts. This course will utilize lectures, case studies, and guest speeches, and have a major hands-on component. The textbook and lectures will provide conceptual and theoretical knowledge about business analytics, and the students will be introduced in class to various tools and methods for analyzing and visualizing data. Case studies and guest speeches will expose the students to best practices as well as current and practical issues surrounding business analytics in today's organizations.

Prerequisite(s): CIS 185.

BDA 360 Optimization and Stimulation 3 Credits

This course is designed to provide undergraduate students with the current knowledge and practice of optimization and simulation in business analytics. Optimization is an area in business analytics that finds the optimal, or most efficient, way of using limited resources to achieve the objectives of an individual or a business. Simulation is a technique that measures and describes various characteristics of the bottom-line performance measure of a model when one or more values for the independent variables are uncertain. The main focus of this course will be on developing modeling skills by using Excel (and Analytic Solver add-on) to gain insights into a wide variety of business decision problems. First, they will learn how to analyze the problem and choose an appropriate optimization/simulation method. Next, they learn how to formulate the problem in a format that can be implemented in a spreadsheet. Then, they will be taught to use Excel with add-on to solve the problem. Once the results are obtained, the students will be trained to interpret them and conduct sensitivity analyses. Eventually, the students are required to make a recommendation to managers after considering some implementation issues.

Prerequisite(s): BDA 205- Introduction to Business Data Analytics.

BDA 398 Business Data Analytics Practicum 3 Credits

This course develops and sharpens the skills for a successful career in analytical business consulting, such as analysis, critical thinking, presentation, problem solving, and teamwork. This class will develop skills in each of these areas through discussion of the principles underlying best practices and feedbacks in a series of applied exercises and cases that will prepare students to obtain and succeed in analytical business consulting problems. The students will analyze the data provided by professionals from experts in the field, and they will present the project at the end of the semester.

Prerequisite(s): BDA 205; MSD 201 Statistical Methods II; Junior or Senior Standing; Completion of 12 credit hours in business analytics coursework or Permission of Instructor.

Business Education - UG (BED)

BED 410 Prin/Strat Voc & Coop Ed 3 Credits

Designed as one of the specialized courses in the preparation of business and marketing education teachers and teacher-coordinators of cooperative work experience programs. The philosophy and history of education for and about work, including technology, are studied along with the principles and strategies for organizing and administering vocational cooperative education programs. Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees. Open to all students. A cumulative GPA of 2.75 is required.

BED 415 Teaching Business Subjects 3 Credits

Instructional strategies in the teaching of business and marketing subjects are analyzed and demonstrated. Students are required to prepare lesson plans, teach demonstration lessons, develop a unit plan, and compile a resource file of teaching materials. Videotaping of demonstration lessons is integrated with the course work to encourage developing teaching competency through a series of instructional modules appropriate to the student's certification interests. A cumulative GPA of 2.75 is required.

BED 445 Work Exper Cooperative Program 3-6 Credits

A minimum of 300 hours of a supervised occupational experience or a supervised internship program in an approved work station or institution. The experience is coordinated and supervised by a qualified coordinator of occupational education. A series of activities are designed to relate job and intern experiences to the student's future role as an employee or a professional teacher. The student will be evaluated by the supervising employer and the University supervisor.

BED 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

Chemistry (CHE)

CHE 100 Intro to College Chemistry 3 Credits

Open to all students, but designed primarily for those who wish to major in a science which requires chemistry but whose chemistry background is not sufficient to allow entrance into Chemistry 120. It focuses on the nomenclature used in chemistry including the symbols used to designate the chemical elements, the construction of chemical formulas, and the writing and balancing of chemical equations. Other topics will include interpreting the Periodic Table, the valences of the elements, the mole concept, and simple stoichiometry. In addition, chemical calculations involving units, scientific notation, significant figures, and the algebraic manipulations of simple equations will be included. Three hours of lecture per week. This course does not satisfy the requirements for the biochemistry or chemistry degree, but does satisfy the core requirements for liberal arts, education and business majors.

CHE 114 Chemistry in the Kitchen 4 Credits

Chemistry permeates aspects of our daily lives in which we are often unaware. In this course, students will learn the core tenets of chemistry including atomic and molecular structure, bonding, intermolecular and macromolecular interactions, and chemical reactivity, and will personally investigate these properties in the context of cooking, baking, metabolism, and other kitchen-related activities. This 4-credit course will include a weekly 3-hour lab in which students will perform experiments that allow them to prepare dishes that illustrate key chemical concepts. As part of the course, students will collaborate with the Trenton Area Soup Kitchen to prepare and serve food to the community, as well as share their understanding about the chemical properties that are involved in the development of various dishes. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): CHE 114L.

CHE 114L Chemistry in the Kitchen Lab 0 Credits

This is the laboratory portion of CHE 114.

Corequisite(s): CHE 114.

CHE 115 Chem and Contemporary Society 3 Credits

Designed to give the nonscientist an appreciation of the role of chemistry in today's world. The approach is conceptual rather than mathematical. Topics include basic principles of chemical theory, energy sources, elementary organic chemistry, drugs, food additives, polymers, chemistry of living systems, inorganic solids in modern technology, and problems involving pollution of the environment. Three hours of lecture per week. This course satisfies the core requirements for liberal arts, education and business majors.

CHE 118 Exploration of Chemical Principles 4 Credits

A one-semester introduction to the principles of chemical sciences. Students will utilize inquiry-based learning methods to examine contextual problems as a means to explore introductory models and concepts of chemistry. Students will also gain an understanding of how scientific models are used to explain experimental observations. The laboratory component of this course is designed to provide students with an experimental context within which to develop some of the models described in the classroom. Three hours of lecture and one three-hour lab per week.

CHE 118L Exploration of Chemical Principles Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 118.

CHE 120 Principles of Chemistry 3 Credits

For students who have successfully completed one year of high school chemistry. This systematic study of the fundamental principles and concepts of chemistry covers atomic structure, bonding, stoichiometric relationships, including solution and oxidation-reduction reactions, and molecular structure. Three hours of lecture per week. **Prerequisite(s):** High school chemistry or CHE 100 is recommended before taking this course.

Corequisite(s): CHE 121.

CHE 121 Principles of Chemistry Lab 1 Credits

For students concurrently taking CHE 120. Experiments involve gravimetric, volumetric, and spectrophotometric quantitative analysis. One three-hour lab per week. Fall.

CHE 122 Intro to Chemical Systems 3 Credits

A continuation of CHE 120. For students majoring in the sciences but may be taken by others. Chemical systems in which the study of kinetics, thermodynamics, equilibrium, and radiochemistry are emphasized. Three hours of lecture per week. **Prerequisite(s):** CHE 120, MTH 105 or higher.

Corequisite(s): CHE 123.

CHE 123 Quantitative Methods Lab 1 Credits

Usually taken concurrently with CHE 122. Primarily for students majoring in the sciences. A number of quantitative classical and instrumental methods of analysis are used to determine thermodynamic properties and reaction mechanisms. One three-hour lab per week. **Prerequisite(s):** CHE 121.

Corequisite(s): CHE 122.

CHE 211 Organic Chemistry I 4 Credits

The structure, chemical properties, and methods of preparation of the more important classes of carbon compounds are studied, with an emphasis on the relationship of structure, stereochemistry, and conformation to chemical reactivity. The preparation and reactivity of organic functional groups is introduced. The use of infrared and nuclear magnetic resonance spectroscopy, and mass spectrometry for elucidating structures of organic molecules is discussed. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** CHE 122, CHE 123.

Corequisite(s): CHE 211L.

CHE 211L Organic Chemistry I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 211.

CHE 214 Organic Chemistry II 4 Credits

A continuation of Chemistry 211, emphasizing the mechanism of organic reactions, structural interpretations of properties, preparations, reactivity and identification of organic compounds. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** CHE 211.

Corequisite(s): CHE 214L.

CHE 214L Organic Chemistry II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 214.

CHE 250 Quantitative Analysis and Statistics Methods 4 Credits

This course will provide a deeper exploration of topics in chemistry that are steeped in numerical analysis. These topics include advanced analysis of equilibrium systems, acid-base systems and electrochemical systems. Additional detail will be given to methods of chemical measurement, statistical methods of data analysis and determination of data validity and reliability. Both lecture and laboratory will show an emphasis on using computer-based tools to analyze experimental data. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** CHE 122, CHE 123, MTH 210.

Corequisite(s): CHE 250L.

CHE 250L Quantitative Analysis and Statistical Methods Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 250.

CHE 305 Physical Chemistry I 3 Credits

The mathematic and conceptual foundations of physical chemistry will be introduced with an over-arching theme of determination of energy allocation within atomic and molecular systems. Topics will include determination and measurement of energy states in atoms and molecules, simple quantum mechanical systems, distribution of energies and the connection to thermodynamic quantities, the three laws of thermodynamics, spontaneity, equilibrium and experimental kinetics.

Prerequisite(s): CHE 214, MTH 211, PHY 201.

CHE 306 Physical Chemistry II 3 Credits

Physical chemistry concepts are explored in more detail with emphasis on examination of systems that require multiple models in physical chemistry to explain. Topics will include, kinetic theory and transition state theory, statistical mechanics and its connections to thermodynamic functions, temperature dependence of spontaneity and equilibrium, the thermodynamics of condensed phases and multi-component equilibria, electrochemistry, multi-electron quantum mechanical systems, approximations in quantum mechanics, symmetry and advanced molecular spectroscopy.

Prerequisite(s): CHE 305, MTH 212.

CHE 315 Inorganic Chemistry 3 Credits

The periodic table as a tool for predicting the physical and chemical properties of chemical systems is developed and examined in conjunction with various theories of bonding, including valence bond, molecular orbital, valence shell electron repulsion, and ligand field theory. Emphasizes structure of crystalline solids, coordination compounds, reaction mechanisms, and structure-property relationships. Three hours of lecture per week.

Prerequisite(s): CHE 214.

CHE 316 Inorganic Chemistry Laboratory 1 Credits

Students will explore a variety of synthetic methodologies for the growth of inorganic molecular systems, and solid-state materials. A transition metal or main group metal plays a central structural role in all systems that will be examined. Modern analytical methods will be applied to characterize synthesis products, such as FT-IR spectroscopy, polarimetry, NMR, and powder X-ray diffraction analysis.

Prerequisite(s): CHE 315 or as corequisite.

CHE 320 Polymer Chemistry 3 Credits

Designed to acquaint students with the structure and properties of polymers, the contrast between small molecules and polymers, methods of measuring molecular weight, the mechanism of polymerization, and the methods of fabricating polymers.

Prerequisite(s): CHE 214, CHE 305 or CHE 306.

CHE 325 Physical Chemistry Laboratory 1 Credits

Measurements are made of physical properties of molecules and chemical dynamical processes. These measurements will be used to develop models which explain the physical chemical nature of the systems under examination. Experiments will utilize various instrumental techniques such as infrared spectrometry, nuclear magnetic resonance, fluorescence and UV/Vis spectrometry. One three-hour lab per week.

Prerequisite(s): CHE 250, CHE 305.

CHE 330 Instrumental Analysis Laboratory 2 Credits

This course is designed to give students practical experience using modern analytical instrumentation and to provide students with the background theory and principles of operation. The instrumental methods introduced in this course include: ultraviolet and visible spectroscopy, atomic emission spectroscopy, gas chromatography (GC), high performance liquid chromatography (HPLC), X-ray powder diffraction analysis and electrochemical analysis. This experimental laboratory course meets two times per week with three hours for each session. One session will be focused on instrumentation background theory and discussion and the other session will be experimental practice.

Prerequisite(s): CHE 214, CHE 250, PHY 201.

CHE 350 Advanced Organic Synthesis 2 Credits

The first of four experimental chemistry labs designed for chemistry majors. It presents the use of modern techniques, and instrumentation in organic chemistry, including distillation, chromatography, infrared, ultraviolet, nuclear magnetic spectroscopy, and mass spectrometry. Two three-hour labs per week.

Prerequisite(s): CHE 214.

CHE 375 Computational Chemistry Lab 2 Credits

This course will provide students with a means to explore various methods in computational chemistry. Basic computational methods will be developed from first principles and these methods will then be tested using various modeling and computational software packages. Methods will include, but are not limited to, molecular mechanics, semi-empirical molecular orbital calculations, ab initio methods, and density functional calculations. Students will be exposed to various computational software packages and the strengths and limitations of each methodology will be explored. The course will meet in a computer laboratory for two for three-hour lab periods a week.

Prerequisite(s): CHE 305.

CHE 400 Chemical Bonding 3 Credits

The effects of the chemical bond on the structure and properties of molecules are investigated. Molecular orbital theories of bonding are introduced. Emphasis is placed on group theoretical methods utilizing molecular symmetry to simplify the description of the electronic structure of molecules and to predict their geometric structures and reactivity. Three hours of lecture per week.

Prerequisite(s): CHE 305, MTH 212.

CHE 415 Special Topics in Chemistry 3 Credits

An advanced level of one or more areas of modern chemistry. Emphasis on research and the literature of an area of current importance. Three hours of lecture per week.

CHE 420 Physical Organic Chemistry 4 Credits

In-depth studies of the methods for elucidating mechanisms of organic reactions for students who have completed one year of organic chemistry and physical chemistry. Topics include conformational analysis, linear free energy relationships, frontier molecular orbital theory, transition state theory, and chemical reaction kinetics. Isotopic scrambling, kinetic isotope effects, NMR and IR spectroscopy, polarimetry, and ultraviolet-visible spectrophotometry will be employed to investigate these concepts. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): CHE 214, CHE 305.

Corequisite(s): CHE 214L.

CHE 420L Physical Organic Chemistry Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): CHE 420.

CHE 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

CHE 491 Internship in Chemistry 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in a private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the students' overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Chinese (CHI)**CHI 100 Chinese I 3 Credits**

This course is designed to foster mastery of the basic skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 101, the course provides a thorough foundation in basic Chinese grammar. Students will have opportunities to work extensively with audio and/or video tapes, computer language programs and above all, students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): placement test if Chinese has been studied elsewhere.

CHI 101 Chinese II 3 Credits

A continuation of Chinese 100. This course continues to foster mastery of the basic skills of Mandarin Chinese: speaking, listening, reading and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 100, the course provides a thorough foundation in basic Chinese grammar. Students will have opportunities to work extensively with audio and/or video tapes, computer language programs and above all, students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): Chinese 100 or placement test.

CHI 150 Chinese Culture and Basic Language 3 Credits

This course integrates beginning-level functional Mandarin Chinese language skills acquisition with the knowledge of Chinese business practices and culture as well as hands-on information and strategies for successful inter-cultural encounters. Students gain practical basic language skills through classroom practice and the use of audio/video and computer materials. Readings, films, documentaries and lectures in English by members of the business community enable students to integrate language acquisition with practical cultural knowledge and cross-cultural awareness. Examination of Chinese customs highlights social relationships and cultural practices. No knowledge of Chinese language is required. This course does not fulfill the SLAS foreign language requirement.

CHI 200 Chinese III 3 Credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading, and writing. The focus of the course is on communicative competency and accuracy. Together with Chinese 201, the course provides intermediate-level Chinese grammar, vocabulary and cultural knowledge through the use of film clips, simple newspaper articles, Internet, and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CHI 101 or placement test.

CHI 201 Chinese IV 3 Credits

This course is designed to foster mastery of the intermediate skills of Mandarin Chinese: speaking, listening, reading and writing. The focus is on communicative competency and accuracy. Together with Chinese 200, the course provides intermediate-level Chinese grammar, vocabulary, and cultural knowledge through the use of film clips, simple newspaper articles, Internet and other multimedia resources. Students are required to work extensively with audio and/or videotapes, computer language programs and they have a unique opportunity to work with students from China. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CHI 200 or placement test.

CHI 300 Advanced Chinese Reading and Composition 3 Credits

This course develops Chinese reading and writing skills within a cultural context and aided by a systematic review and expansion of grammar and vocabulary. Using literary, journalistic, business and other sources, students learn various writing discourses and their Chinese variants including narration, description, exposition, and journalistic, business documentation and letter writing. Some translation is used to encourage linguistic analysis. Interviews with Chinese foreign nationals, Chinese Americans, and working with students from China enhance the cultural understanding of students necessary for meaningful reading and writing.

Prerequisite(s): CHI 201 or placement test.

CHI 307 Images of Women in Chinese Literature and Film 3 Credits

This course will introduce students to the (change of) status of women in China through literature and film. Students will explore the rich Chinese literary traditions and examine how the images of women are represented by both male and female writers/directors in fiction and film of different historical periods. In the process of such exploration and examination, students will also examine how the literary movements and their historical, social, cultural and political contexts shape, and are shaped by, each other. They will learn to understand how diverse the experiences of Chinese women are. While students will be exposed to both classic and modern/contemporary literary traditions, the focus will be on the latter, such as May 4th New Culture Movement, Maoist revolutionary literature, (Post-Mao) wound literature, Root-Searching literature, etc. Classes are in English.

CHI 310 Chinese Culture and Civilization 3 Credits

This course introduces students to the history, people and culture of China. They will explore China's powerful dynasties and empire and their cultural and aesthetic achievements, and will learn about nationalism, Mao's revolutionary communism. They will study China's religions, calligraphic, pictorial and ceramic traditions, literature, Chinese opera and cinema. Through an examination of Chinese customs, students will gain an appreciation of social relationships and cultural practices. No knowledge of Chinese language is required.

CHI 311 Calligraphy As a Window to Chinese Language and Culture 3 Credits

This course provides students with a chance to gain an intimate knowledge of Chinese language and culture through calligraphy. Students will learn the basic principles and techniques of writing Chinese characters with the writing brush. They will be introduced to the pronunciation, the composition and evolution of Chinese characters so that they will be able to read and understand what they write. Students will also learn how calligraphy is immersed in various aspects of Chinese culture. The main content of the course derives from examining applications of calligraphy to poetry, painting, and core concepts of Confucianism, Daoism and Buddhism. They will have a chance to cross time and space, having dialogues with Confucius, experiencing Buddhist bliss of final “awakening” or “enlightenment” and abandoning themselves to the Daoist spontaneous flow with the movement of Nature and the cosmos. No knowledge of Chinese language is required.

CHI 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

College of Business (CBA)

CBA 102 Career Plan & Perspective I 1 Credits

In this course students will explore their own history, goals and values as input to their definition of success. The course will set the stage for the remainder of students' college career, and will encourage them to draw connections among their career goals, educational performance, extra-curricular experiences, and available resources.

CBA 110 Introduction to Business 3 Credits**CBA 202 Career Plan & Perspect II 1 Credits**

In this course, students will build on their CBA 102 self assessments to identify specific occupations that match who they are and where they want to go. The course will provide students with the understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management skills and apply these skills to develop short and long term career goals and plans for achieving them while at Rider. The course will also touch on the intersection of work and family roles.

Prerequisite(s): CBA 102.

CBA 302 Career Plan & Perspect III 1 Credits

This one credit course will be targeted to second semester sophomores and juniors. In this course, students will build on their CBA 102 and 202 self assessments to develop strategies for a successful job search. The course will provide students with an understanding of the changed nature of the current work and career environment they will be entering when they graduate from Rider. They will acquire career management and job search skills and apply these skills to developing, networks, identify job search resources and enhance resume and interview skills. Students will understand how to research potential employers and translate their experiences into a successful job search strategy.

Prerequisite(s): CBA 102 and CBA 202.

CBA 310 Global Business Studies-Paris 12-18 Credits

A regular course load in an approved program at the Institut de Gestion Sociale Universite/American Business School in Paris, France. Courses will be selected from a list pre-approved by the global business program at Rider. All business courses are taught in English. Two of the regular courses for all students in the program will be French language and civilization courses.

Prerequisite(s): 2.5 GPA; junior standing; permission of global business program director and CBA dean.

CBA 311 Global Business Studies-Paris 12-18 Credits

A regular course load in an approved program at the Institut de Gestion Sociale Universite/American Business School in Paris, France. Courses will be selected from a list pre-approved by the global business program at Rider. All business courses are taught in English. Two of the regular courses for all students in the program will be French language and civilization courses.

Prerequisite(s): 2.5 GPA; junior standing; permission of global business program director and CBA dean.

CBA 312 Global Business Studies-Paris 12-18 Credits

A regular course load in an approved program. See director of global business major for details of any programs being offered abroad.

Prerequisite(s): 2.5 GPA; junior standing; permission of global business program director and CBA dean.

CBA 313 Global Business Studies-Paris 12-18 Credits

A regular course load in an approved program. See director of global business major for details of any programs being offered abroad.

Prerequisite(s): 2.5 GPA; junior standing; permission of global business program director and CBA dean.

CBA 315 International Business Tour 3 Credits

Provides students with the opportunity to observe various international business environments outside of the United States. Students should gain a better appreciation of how culture, history, and politics influence organizational dynamics, business functions, and business customs.

Prerequisite(s): Junior or senior standing and permission of instructor.

CBA 316 Nature's Business 3 Credits

This interdisciplinary business-science course examines the relationship between economic, legal, biological, and environmental concerns and analyzes how a particular country attempts to preserve its biological diversity without sacrificing its economic development. Topics include ecotourism and the biodiversity, geology, cultural norms, and legal and political systems of the country. The study tour component of the course provides students with an opportunity to observe various international business and scientific environments outside of the United States.

Prerequisite(s): Permission of instructor.

CBA 317 Emerging Nations Study Tour 3 Credits

Through readings, lectures, student-led discussions, guest speakers, and a short-term study abroad experience, students become familiar with the culture, history, religion, and political structure of an emerging country or region. This includes an overview of economic conditions and business practices, insights on doing business with the country or region, and the importance of the country or region in the global economy.

Prerequisite(s): junior or senior standing and permission of instructor.

CBA 336 Career Planning 3 Credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course. The meaning of work and the development of careers are discussed, and careers are examined in the context of important changes occurring today in the world of work. Students undertake self-assessments, learn career search strategies and resources, and enhance resume and interviewing skills to maximize their career preparation.

CBA 366 Selected Topics in Business 3 Credits

The study of a topic (or combination of topics) that represent some dimension of business or has important implications for business. This study may be theoretical and/or applied in nature.

Prerequisite(s): Permission of instructor.

CBA 367 Selected Topics in Business 3 Credits

The study of a topic (or combination of topics) that represent some dimension of business or has important implications for business. This study may be theoretical and/or applied in nature.

Prerequisite(s): Permission of instructor.

CBA 368 Selected Topics in Business 3 Credits

The study of a topic (or combination of topics) that represent some dimension of business or has important implications for business. This study may be theoretical and/or applied in nature.

Prerequisite(s): Permission of instructor.

CBA 369 Selected Topics in Business 3 Credits

The study of a topic (or combination of topics) that represent some dimension of business or has important implications for business. This study may be theoretical and/or applied in nature.

Prerequisite(s): Permission of instructor.

CBA 399 CBA Co-Op 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include junior and senior business students with a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in the major. Co-op credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): All 200 level business core and non business core courses, BUS 300, and FIN 300.

CBA 410 Intercultural Communic Sem I 2 Credits

The seminar provides non-U.S. native students with a supportive forum for discussing intercultural and communication challenges. The course seeks to make the Rider experience personal and academically fulfilling and successful. The specific course objectives include providing information about culture transitions and differences, providing cultural information and enhanced communication skills, reflecting upon and analyzing culture communication differences inside and outside of the classroom, and building study cases to help future international students with their transition and adaptation to U.S. life. Pass/fail.

Prerequisite(s): Permission of instructor.

CBA 411 Intercultural Communic Sem II 1 Credits

The seminar provides non-U.S. native students with a supportive forum for discussing intercultural and communication challenges. The course seeks to make the Rider experience personal and academically fulfilling and successful. The specific course objectives include providing information about culture transitions and differences, providing cultural information and enhanced communication skills, reflecting upon and analyzing culture communication differences inside and outside of the classroom, and building study cases to help future international students with their transition and adaptation to U.S. life. Pass/fail.

Prerequisite(s): Permission of instructor.

CBA 490 Independent Research and Study 1-4 Credits**CBA 491 College of Business Internship 1-4 Credits**

Provides students an opportunity to supplement and apply classroom work in supervised employment with participating businesses, government offices or not-for-profit organizations. Requirements are to be determined by the faculty sponsor prior to the period of the internship and must include an academic component, preferably a written paper of project. There must also be a final evaluation from the organization on the intern's performance.

Prerequisite(s): Permission of instructor.

College Reading (CRC)

CRC 100 College Reading 3 Credits

This elective course helps students develop greater skill and efficiency in meeting the demands of college reading. Primary emphasis is placed upon introducing, demonstrating, and practicing appropriate study strategies that will enhance overall academic performance. Instruction focuses on reading college textbooks more efficiently and effectively, improving comprehension and retention, and reading critically. Time management, note-taking skills, and other study strategies are introduced, demonstrated, and practiced. Reading and writing assignments complement and reinforce class instruction.

Communication-UG (COM)

COM 102 Introduction to News Writing 3 Credits

Introduces students to routines of journalism, including reporting, writing and preparing content for print and web. Incorporates contemporary practices in multimedia journalism, including digital audio, video and photos, into traditional skills, with an emphasis on accuracy, clarity and professional style and voice. Class exercises are completed in a laboratory newsroom.

COM 103 Introduction to Communication Studies: Theory & Practice 3 Credits

Provides a foundation for the study of communication across the discipline. Open to freshmen only, it is designed to assist the first year student majoring in communication or journalism to gain a broad understanding of the scope and breadth of the field. Fundamental communication theories, principles, concepts, terms, and issues are introduced.

COM 104 Speech Communication 3 Credits

Examines basic communication principles and strategies of public speaking. Various genres of oral communication are studied, with an emphasis on extemporaneous and impromptu forms of delivery. Students research, prepare, and deliver speeches that are then used as the focal point for the discussion of effective speaking and listening. A number of speeches are videotaped. Students who received credit for COM 104S may not take this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

COM 104S Intro to Speech Communication 1 Credits

As part of the EOP program, this course is designed to improve the speaking and language skills of new college students. Through directed practice, students have the opportunity to develop poise and confidence in oral communication, as well as competence in analyzing and synthesizing messages. Emphasis is placed on development, organization, and delivery of speeches. To receive credit, a grade of "C" or higher must be earned. Students who receive credit for COM 104S may not take COM 104.

COM 105 Communication, Culture and Media 3 Credits

Provides a detailed investigation and analysis into the nature, history, scope, adequacy, and limitations of mass communication and examines the reciprocal influence of the media on culture and society. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

COM 106 Writing for the Communication Professions 3 Credits

Provides students with written communication writing strategies and tools. Applies theory and practice in communication to targeted audiences. Emphasizes the critical role writing plays in the communication workplace and provides an opportunity to evaluate and respond to real-life writing samples and situations.

COM 107 Writing for the Media 3 Credits

Introduces students to interviewing and persuasive writing techniques for print and electronic public relations and advertising formats. Teaches techniques for creating effective digital audio-visual aids and working with digital audio and video.

COM 131 Fundamentals of Video Production 3 Credits

Introduces students to basic video production theories, techniques, and applications. Students will gain competency in a number of video production areas including: production planning, camera operations, lighting, sound, and digital non-linear editing. Individual and group production exercises will involve planning and executing video productions in both studio and non-studio settings. This class is designed to prepare students from any major to effectively create, produce, shoot, and edit basic video production assignments including public service announcements, video news releases, educational/instructional videos, and marketing/promotional spots.

COM 201 Communication Theory 3 Credits

Explores selected theories, models, and research methods in human communication, the dynamics of the communication process in various settings, and the role of communication in human interaction.

COM 203 Introduction to Social Media 3 Credits

Introduces the tools and techniques of social media as an effective means of communication in a variety of organizational settings. Students will practice with a variety of social media platforms, explore the roles and responsibilities of a social media manager, discuss the importance of establishing social media policies, and learn how to develop a social media strategy as well as how to measure its effectiveness through social media analytics. In addition, students will discuss important issues such as how to handle an online crisis, and the legal and ethical implications of digital communication.

COM 204 Advanced Speech Communication 3 Credits

Provides students with the opportunity to further their study and practice of various types of speech communication. Moving beyond an introductory perspective, this course focuses on the development of critical, analytical, and pragmatic aspects of speech. The focus is divided between the discussion of theoretical models and a demonstrated competence of that material.

Prerequisite(s): COM 104 or COM 290.

COM 205 Theories of Persuasion 3 Credits

Analyzes the motivations that lead individuals and audiences to beliefs and actions and the techniques of achieving objectives through persuasion. Attention, interest, empathy, ethos, fear, and techniques of speakers, and those who use persuasion professionally are studied.

COM 207 Social Media and Social Change 3 Credits

Introduces students to Web/ social media tools and information distribution networks that have enabled people to mobilize new types of collective action, inform publics and advocate positions. Community production and sharing of knowledge (Wikipedia), culture (YouTube, Flickr, the blogosphere), and political organizing (colorofchange.org) are current manifestations of social changes that are continuing to bloom in the 21st century. In this course, Rider University students will become literate in active Web and social media participation with a focus on engaging with current social, political and cultural issues.

Prerequisite(s): COM 201 or COM 205.

COM 210 News Reporting and Writing 3 Credits

Develops skills in hard-news reporting. Employs off-campus reporting assignments to refine information-gathering techniques such as interviewing, observation, and use of government documents and other contextual materials. Includes reporting and writing about police news, state and local government, the criminal justice system, science, business, and sports.

Prerequisite(s): COM 102.

COM 211 Copy Editing 3 Credits

Teaches all phases of copy editing for news and public relations: marking of copy, online editing, fact checking, building and shaping news and feature stories, applying mechanical style, building an ear for graceful English, and safeguarding against legal and ethical problems. Provides comprehensive review of grammar, spelling and punctuation, along with intensive practice in writing headlines and captions and editing wire copy.

Prerequisite(s): COM 102.

COM 212 Digital Publication Design 3 Credits

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

COM 215 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 102 or permission of instructor.

COM 220 Voice and Articulation 3 Credits

Increases the student's knowledge of the vocal elements of oral communication and improves use of voice and articulation. Introduces anatomy and physiology for enhanced vocal production. Analyzes volume, rate, pitch, quality, phrasing, stress, and inflection. Presents the International Phonetic Alphabet as a means of developing correct articulation and pronunciation. Uses classroom exercises and tape recording for feedback and learning.

COM 230 Radio & TV Communication 3 Credits

Examines the field of electronic communication and its role in society. Scrutinizes the history, technology, structure, and regulation of broadcasting including issues, trends, and the impact of new communication technologies. Introduces basic principles of effective communication in broadcast writing and producing.

COM 233 Writing for Broadcast 3 Credits

Introduces diverse and highly structured writing styles and formats used in writing for broadcast. With focus on effective and creative writing using broadcast style, students will be exposed to the fundamentals of writing dramatic and non-dramatic material for radio and television including station IDs and liners, public service announcements and commercials, news and public affairs programs, and short dramatic and documentary scripts. Through lectures, case discussions, in-class assignments, and critiques, emphasis will be on the practical application of basic rules and conventions common to broadcast writing from copy preparation to on-air delivery.

COM 234 Audio Production 3 Credits

Provides a laboratory study of audio production techniques, and performance. Introduces the fundamental properties of sound as applied in modern audio production at radio and television stations, sound studios, and production houses. Students conduct lab exercises in editing, mixing, and digital recording using ProTools. Students perform a variety of genres including news, commercials, dramas, and promos.

COM 235 Digital Filmmaking 3 Credits

This course will provide students with an introduction to basic narrative film production including theories, techniques and applications. Students will gain competency in a number of film production areas including: idea generation and scripting, production planning, cinematography, lighting, sound and digital editing. Working as individuals and in groups, students will develop and produce short narrative film projects. Students will continue to develop proficiency and mastery of the use of specialized vocabulary of the film industry as well as the ability to analyze film and its narrative structure. In addition students will break down the "narrative" focusing on genre conventions and subtext. Students will additionally examine the relevance of film to society while developing proficiency and mastery in the study of how to create film projects.

COM 236 The Aesthetics of Filmmaking 3 Credits

Introduces students to basic terminology, techniques, theories and criticism commonly used in digital filmmaking. Through lecture, class discussion and screenings, students will learn how film theory, criticism and aesthetics impact the filmmaking process. Students will review and analyze films of different genres; the different approaches adopted by filmmakers; and the various elements and techniques that contribute to the creation of powerful and effective films. Aesthetic elements such as production design, mise en scene, cinematography, lighting, editing, sound design and script development will be introduced and practiced.

COM 237 Rhetoric in the Digital Age 3 Credits

Focuses on the critical examination of the major public discourses in digital media. Students will learn classical and modern rhetorical theory such as Aristotle's Rhetoric, power, publics and counterpublics, and argumentation. Students will apply these theoretical aspects to critically engage digital texts such as memes, emojis, hashtags, trolls, blogs/ reviews, and video game narratives.

COM 240 Public Relations 3 Credits

Introduces current theories and practices of public relations, with emphasis on facilitating two-way communication with various publics. Explores approaches to public relations problems by critically analyzing case studies and applying theories and techniques to realistic situations.

COM 251 Interpersonal Communication 3 Credits

Focuses on the study of various communication concepts and theories and the development of interpersonal skills and sensitivities. More specifically, students will participate in lectures, exercises, and projects while exploring the role and function of relationships in their professional, social, and personal lives.

COM 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is crosslisted as GLS 252. Students may not get credit for both COM 252 and GLS 252.

COM 253 Organizational Communication 3 Credits

Focuses on the ongoing communication processes in organizations. This course examines how and why organizations develop policies and procedures that both encourage and yet constrain creativity and autonomy in employees. It also introduces various management skills to balance the dynamic in organizations. Finally, the course introduces students to various communication technologies that enable communication processes in organizations. Students will also have opportunities to participate in creating organizational dynamics through role-playing exercises, case studies, and other kinds of experiential learning.

COM 254 Intro to Health Communication 3 Credits

Health communication has been shown to have a positive impact on a number of facets of the medical visit, including patient outcomes, patient satisfaction, and job performance and satisfaction. This course will provide students with tools to implement health communication practices in a healthcare setting in order to improve these areas. In addition, health communication is particularly useful in cross-cultural situations, both in regard to the patient-provider relationship, when the ethnicities of the two parties may be different, and when cultural beliefs may impact a patient's medical wishes. Part of the tools for implementing health communication into the practice setting includes an understanding of the role that culture can play in healthcare and the development of strategies to provide optimal medical care while also respecting cultural intricacies.

COM 261 Introduction to Web Design 3 Credits

Introduces students to digital graphics, text, audio and video for Web design using Adobe Creative Suite. Students will learn the basics of audio, video, graphic, and interactive software along with theories of design and perception that underlie effective presentation of digital messages.

COM 262 Graphic Imaging for Digital Media 3 Credits

Teaches students techniques for image development, and image preparation for various multimedia applications. Emphasis is placed on color calibration and palette issues, image manipulation, advanced image selection techniques, transparency and masking, multimedia authoring file formats, and dynamic image design. Students will be expected to participate in critiques of professional designs in order to learn to critically evaluate their work and their fellow students' work.

Prerequisite(s): COM 261 or permission of instructor.

COM 263 History and Principles of Graphic Design 3 Credits

Covers the history and principles of graphic design from analog art through the digital revolution. The elements and principles of design will be used to study stylistic progressions, artistic techniques, design innovations, and mechanical inventions. Material will be presented through a combination of illustrated lectures and discussions.

COM 264 Intro to Media Convergence 3 Credits

Introduces the ways that the merging of media industries and the intersection and integration of various media platforms and technologies impact our lives. While the primary focus will be on digital and mobile technologies and practices, the course will also cover the convergence of digital technologies in a wide range of media areas, including journalism, social media, television and entertainment. The course will offer students broad conceptual frameworks for thinking about how the emergence and evolution of digital as well as mobile communication technologies have changed the communication and journalism industries and how they are reshaping content. In addition, the course is intended to allow students to use different digital communication technologies.

COM 265 3D Graphic Animation 3 Credits

Provides students with an introduction to the basics of 3D graphic animation techniques including modeling, texturing, rendering, visual effects and animation. Through various projects the students will learn: to model characters, sets and props, how to apply textures and color to their models, and how to bring their creations to life using various animation techniques. In addition to the technical aspects of creating successful animation, the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation, dramatization and narrative.

COM 270 Sports Multimedia Reporting 3 Credits

COM 270 Sports Multimedia Reporting. Develops skills in hard-news sports reporting, game coverage, and the production of introductory multimedia and social media sports content. Employs out-of-the-classroom reporting assignments to refine information gathering techniques such as interviewing, observation, and use of documents and other contextual materials. Includes reporting and writing on sports games, teams, players, coaches, athletic issues/controversies, and the business of sports.

Prerequisite(s): COM 102. Introduction to News Writing.

COM 280 Issues in Event Planning 3 Credits

Offers students education in event planning, production, and supervision for varied professional applications. Emphasis will be placed on planning, budgeting, and organizing small and large events for educational, institutional, non-profit, and professional groups. Students will participate in the entire process of event planning, with specific experiences in applying communication theory to actual projects.

Prerequisite(s): COM 240 or MKT 200.

COM 290 Professional/Strategic Speech 3 Credits

Provides students with practical information necessary for effective communication in various business and professional settings. Covers communication processes, principles, and models in the modern organization. Class assignments are given with emphasis on developing a knowledge and practical understanding of informative, persuasive, and impromptu presentations. Limited to students enrolled in the College of Business Administration.

COM 291 Documentary Film and Video 3 Credits

Surveys the history of documentary film, including reportorial, exploratory, persuasive, symphonic, compilational, reflexive, and fictional traditions through screenings, lectures, and readings. Provides practice in film criticism. Explores philosophical questions about the relationship between non-fiction films and videos and the reality they purport to record. Analyzes ethical problems of filmmaking.

COM 292 Content for Social Media 3 Credits

Focuses on creating social media content that will inform, entertain, and engage audiences within a variety of organizational and business contexts. Students will learn about message planning for specific platforms and creative ways to use digital content to support public relations, branding, customer, and media relations. Pre-Reqs: COM 131 & COM 203.

COM 301 Communication Law 3 Credits

Critically examines the legal limits and privileges affecting freedom of expression, especially in publishing, advertising, film, telecasting, and cyberspace. Places particular emphasis on the historical and philosophical foundations of the freedoms and limitations of communication in the United States.

COM 302 Communication Ethics 3 Credits

Analyzes internal and external pressures on the communication professional including economic, cultural, social, and political pressures, assesses the philosophical and practical basis for responding to such pressures, evaluates contemporary media responses to these pressures, identifies those that are of laudable quality and why, and provides guidance as to how individuals and organizations can think and react ethically. Issues addressed include censorship, confidentiality, conflicts of interests, minority and ethnic groups, privacy, sensationalism, and self-criticism.

COM 312 Special Topics in Journalistic Writing 3 Credits

Provides students with the opportunity to explore specialized topics in journalistic reporting and writing. Each course will focus on a specific area in the broad field of journalism. Examples include business reporting, health reporting, and sports reporting.

Prerequisite(s): COM 102 or COM 107.

COM 315 Computer Assisted Reporting 3 Credits

Develops advanced reporting techniques for researching and writing in-depth news stories and investigative articles. Uses state-of-the-art computer-assisted reporting methods including finding and mining data bases on the Internet, creating spreadsheets to analyze data, and employing data base manager software to sort and summarize information in government documents and other specialized resources. Focuses on conceptualizing of story ideas, planning major projects, gathering information by means of data bases, participant-observation, interviews, and analysis of public documents. Emphasizes organizing large quantities of material and presenting it in a meaningful context, including with information graphics.

Prerequisite(s): COM 210 or permission of instructor.

COM 316 Feature Writing 3 Credits

Focuses on problems and requirements of newspaper, magazine, public relations, and free-lance nonfiction writing. Students write features designed for acceptance in print, broadcast and digital media and learn marketing techniques.

Prerequisite(s): COM 102 or COM 107, English writing concentration, or permission of instructor.

COM 318 Gender and Communication 3 Credits

Focuses on interactive relationships between gender and communication in contemporary American society. It connects theory and research with practice to explore multiple ways communication in families, schools, media, and society in general creates and perpetuates gender roles. It is designed to heighten students' awareness of how we enact socially created gender differences in public and private settings and how this affects success, satisfaction, and self-esteem. Note: This course is crosslisted as GND 318. Students may not get credit for both COM 318 and GND 318.

COM 322 Argumentation and Advocacy 3 Credits

Investigates the theory and practice of speech communication that seeks to persuade by inferential argumentation. Concentrates on theories, practices, and research in argumentation and debate, blended with speaking experience in analyzing and advocating controversial topics.

Prerequisite(s): COM 104 or COM 290.

COM 323 Oral Interpretation of Literature 3 Credits

Provides an orientation to the field of oral performance. Students select literary texts, adapt the material to the audience and prepare it for presentation. Emphasizes the development of voice, articulation, and kinesic behavior. Presentations to the class are critiqued.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 328 Sitcoms and American Culture 3 Credits

Provides an overview to the unique and highly structured form of the American television situation comedy. The primary focus will be on history and development with in-depth study of situation comedy themes, characters, and settings. Through lectures, case discussions, in-class assignments, and class projects, students will examine the social and cultural meanings and implications of this incredibly popular and durable genre of programming.

COM 330 Documenting Cultures Through Travel 3 Credits

Offers students, through travel and study, a unique opportunity to gain firsthand experience of a foreign culture and to learn how to record and document their experiences using multiple media, including print, audio, video, photography and/or the Web. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political and aesthetic cultural components appropriate to the location(s) to be visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. No foreign language skills are required.

COM 331 Television Production 3 Credits

Explores the technological capabilities and limitations of the television medium in team productions using a range of styles and formats. Students learn principles of studio production, electronic field production, and electronic news gathering. Exercises include use of computer graphics, audio production, and non-linear video editing. Stresses electronic communication skills and aesthetic values in a professional production setting.

Prerequisite(s): COM 131 or COM 230.

COM 333 Broadcast Programming 3 Credits

Analyzes the theory, practice, structure, and function of broadcast programming. Examines the structure of the industry as it relates to entertainment, information, and the audience. Studies program categories, formats, genres, trends, consistency, accountability, and ratings as well as cable, satellites, and home video. Critical standards are developed by introducing humanistic and scientific modes of program analysis.

Prerequisite(s): COM 230.

COM 335 Television Field Production 3 Credits

Provides an in-depth study of advanced techniques in Field Production for television. Individual and group field production assignments will involve planning and executing single camera production in a non-studio setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit documentaries.

Prerequisite(s): COM 331.

COM 337 Music Production for Mass Media 3 Credits

Offers students education in audio production techniques for music and other advanced audio material. Building on theory and practice introduced in the prerequisite, the class will instruct students in the theory behind acoustics and electronics as well as the digital tools and media. Those theoretical studies will be put to practice through exercises in recording music, making selections from music libraries, multi-track recording, arranging, editing, mixing and mastering. Students will begin to develop both an engineer's attention to audio detail and a musician's sense of artistry. Putting these skills to use, the students will produce complete musical works of varying musical styles, working both individually and in teams.

Prerequisite(s): COM 234.

COM 338 Writing for Broadcast II 3 Credits

Building on COM 233 Writing for Broadcast, this course provides a hands-on approach to more sophisticated reporting and interviewing techniques and writing formats used in long-form radio and television programs. This course will expose students to the following broadcast script writing areas: features, documentaries and reality programs. It will also cover writing for interview/talk show programs, music, comedy and variety programs. Students will also be exposed to writing for corporate, educational and children's programming. Students will have hands-on experiences writing, producing and editing news pieces and webcasts for student and area media outlets and web sites.

COM 341 Publicity Methods 3 Credits

Applies communication theory to writing and editorial processes and production techniques to create public relations materials; includes press releases, industrial publications, social media, trade publications, brochures, newsletters, stockholder reports, and multimedia platforms.

Prerequisite(s): COM 107, COM 240, or permission of instructor.

COM 347 Sports Media Relations 3 Credits

Critically examines the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): COM 240 or permission of instructor.

COM 348 Communication Research Methods 3 Credits

Introduces students to the research methods used to study communication problems and processes. Students will learn how researchers plan and design research studies, explore the methodological considerations of both qualitative and quantitative methods, and have an opportunity to gain hands-on experience in conducting research on communication-related issues.

Prerequisite(s): COM 105.

COM 350 Team & Group Communication 3 Credits

Examines the communication process as it relates to the small group. Theoretical constructs including motivation, group climate, attraction, leadership, decision making, problem solving and roles are analyzed. Utilizes group experience to study and evaluate the dynamics and effectiveness of interpersonal systems.

COM 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is crosslisted as GLS 352. Students may not get credit for both COM 352 and GLS 352.

COM 353 Nonverbal Communication 3 Credits

Investigates studies in and theories of nonverbal communication. Lectures and experiential activities explore the effect of status, culture, and gender upon kinesics, physical characteristics, proxemics, tactile communication, paralanguages, artifacts, and environmental factors.

Prerequisite(s): COM 104 or COM 290 or permission of instructor.

COM 360 Advanced Publication Design and Presentation 3 Credits

Builds on elementary knowledge of graphic design to teach the principles of advanced layout, and computer graphics. Introduces students to industry standard drawing software and builds on their knowledge of layout software gained in the prerequisite course. Provides an understanding of the use of logos, infographics and magazine layout, and of the theoretical bases of color for print production.

Prerequisite(s): COM 212.

COM 361 Photography 3 Credits

Using digital SLR cameras, introduces students to professional methods of shooting varied subjects while applying a range of compositions and styles. Using Photoshop, students edit images for publication in print and on the Internet. Hands-on coursework is grounded in theory, history, aesthetics, and ethics. Some cameras are available for loan from the University.

COM 363 Converging Digital Media 3 Credits

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

COM 364 Web Design II 3 Credits

Equips students with the theories and practical techniques required to produce effective digital text, graphics, and animations for the Web. Discusses theories behind the use of these media in terms of effective communication and interaction. Introduces students to different computer platforms and requirements for cross-platform media.

Prerequisite(s): COM 261 or permission of instructor.

COM 365 Graphic Animation 3 Credits

Offers students education in graphic animation theories, animation development techniques, and animation preparation for various multimedia applications. Emphasis is placed on the design principles in animated communication and animation techniques. The course covers the integration of static images in animation, graphic animation techniques, animation compression, animation rendering, input/output file formats, and animation delivery. The primary software for this course is Adobe Photoshop and MacMedia Flash. Students will be expected to participate in critiques of professional animation designs in order to learn to evaluate critically their own work and their fellow students' work.

Prerequisite(s): COM 262 or permission of instructor.

COM 366 Project Management in Graphic Design 3 Credits

Explores the creative process of graphic design while developing an understanding of the methods employed in problem solving in the industry standard design software packages. Students learn how to create a hierarchy of information through the ordering of elements into a comprehensive visual unity. They consider the relationship between content and page size, proportion, grid and margins. Students learn about typography as a design element and how it works with other visual elements in design. In order to develop an understanding of the project-planning process for either printer or Web projects, students will develop and present a series of projects that will build on one another to develop their "visual voice." Students will be evaluated on their ability to apply course material to the projects to create professional-quality work; their ability to apply exchange ideas and accept and apply constructive criticism; and on their participation in class discussions, critiques and presentations.

Prerequisite(s): COM 262, COM 360.

COM 367 3D Graphic Animation II 3 Credits

Continue to learn the techniques of 3D computer animation including modeling, texturing, rendering, visual effects and animation. In addition to the technical aspects of creating successful 3D animation the students will also learn the aesthetics of animation in regard to cinematography, art direction, lighting, character creation, prop creation, and set creation.

Prerequisite(s): COM 265.

COM 370 Sports Television and Field Production 3 Credits

Provides an in-depth study of advanced techniques in sports field production for television. Individual and group field production assignments will involve planning and executing single camera production in a sports setting. Previously developed video production skills will be refined, and students will gain increased competency and sophistication in all areas of sports field production including: production planning, camera operations, lighting, sound, and digital non-linear editing. Designed to prepare students to effectively function in the industry as a member of a professional field production team. In field situations, students create, produce, shoot, and edit sports content.

Prerequisite(s): COM 131.

COM 371 Sports Feature Writing 3 Credits

Focuses on developing reporting and writing skills for newspaper, magazine, public relations, and free-lance nonfiction sports writing. Students will study published examples of outstanding sports feature writing, and write their own sports feature articles with social media and multimedia components. Instead of traditional game coverage, this course focuses on covering sports personalities, issues and themes.

Prerequisite(s): COM 102, COM 270.

COM 380 Television Production Practicum 3 Credits

Provides a workshop dedicated to the planning and creation of professional caliber television content for the campus television network and beyond. This course will provide an opportunity for students to develop writing, graphic, audio, video design and production skills in an experiential setting. Students will create materials to be used by the Rider University Network and for broadcast, cable and Internet distribution. Students can be involved in any and all phases of creating content from project conception through implementation. Students will gain valuable experience with, a greater appreciation for, and increased competency in creating professional media content. This class will also prepare students to more effectively function in the communication industry as an effective member of a professional production team. Since topics will vary by semester and instructor, this course may be repeated once.

Prerequisite(s): permission of instructor.

COM 390 Communication and Society 3 Credits

Examines in a topical manner the influence of communication upon significant issues and movements affecting people and society. Investigates interpersonal and mass media factors as they relate to a major issue such as changing sex roles, radicalism, racism, evangelism, election campaigns, and technology. May be taken more than once with different emphasis.

COM 391 Communication Criticism 3 Credits

Investigates and analyzes various methods of communication criticism and their applications to the understanding and evaluation of public and media discourses. Introduces theories and perspectives to assist in the analysis of those discourses. Methods include Aristotelean, Burkean, and ideological criticism.

COM 392 Media History: Personalities and Trend 3 Credits

Presents in a topical manner the history of the media from various perspectives, seeking to place the material into a meaningful economic, cultural, political, and/or social context. Different issues and related individuals are examined, such as the golden age of radio, motion picture economics, and media empire builders, with a view toward understanding their significant impact on the development and functioning of the media today. This course may be taken more than once with a different emphasis.

COM 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is crosslisted as GLS 393. Students may not get credit for both COM 393 and GLS 393.

COM 394 Social Media Capstone 3 Credits

A client-based social media campaign will be developed from conception to evaluation based on research and digital media strategies. Focus will be on engagement with audiences, managing social media, and evaluation using social media metrics. As the capstone course, this is the last course that students take in the Social Media Strategies Minor or Certificate program through CCS. Permission of department required. Prerequisites: COM 261 & COM 292.

COM 399 The Co-Operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. Prerequisite(s): junior standing and 2.75 GPA at the time of registration; Pass/fail.

Corequisite(s): IND 398 The Co-operative Experience Seminar, IND 398 and (dept) 399 combined cannot exceed 15 credits.

COM 400 Senior Seminar Communication 3 Credits

Provides students with the opportunity to explore critical issues in communication and journalism in a dynamic and engaging context. Students conceptualize problems, develop hypotheses, review literature, design appropriate techniques of inquiry, conduct their research, and present their findings orally to the seminar and in writing to the instructor. Senior journalism and communication majors only.

COM 402 Directing for Film 3 Credits

This course approaches directing both creatively and critically, and examines the role and importance of the director to the filmmaking process. The transformation of the written script into a film is explored through readings, viewing and analyzing the films of accomplished directors. Lectures and exercises illustrated with film clips and readings emphasize plot development, script analysis, developing storyboards and shot lists, rehearsal, blocking, collaborating with talent and production crew, and using the camera to effectively capture action and performance. Students will gain an effective understanding of the role of the director through the various stages of film production, and be provided the opportunity to demonstrate and cultivate his/her effectiveness as a director through individual and group assignments.

Prerequisite(s): COM 235 and COM 338.

COM 415 In-Depth Reporting 3 Credits

Utilizes advanced tools and techniques of contemporary in-depth reporting for print and multimedia. Covering multifaceted stories, students will learn how to do balanced multi-sourced field reporting and writing using primary and secondary sources including human sources, electronic documents and databases, both online and offline. Emphasis will be placed on writing stories that answer not only who, what, when and where questions but also the why, the how and the "so what?" questions. Students will also be exposed to some of the best investigative work of journalists past and present as models for analysis and discussion.

Prerequisite(s): COM 210.

COM 431 Adv TV Research & Production 3 Credits

Explores the theoretical and practical application of aesthetic technique in modern television/video production situations. While the prerequisite courses emphasized competency in equipment operations and basic production skills, this course moves to a higher platform by emphasizing concepts of production and how to apply them for effective communication. Thus this course places emphasis on advanced techniques: design and aesthetics as applied to enhance the overall video presentation as practiced in both the commercial and organizational communication arenas. In the current state of the art of video production, a mastery of aesthetic skills is necessary for the effective expression of ideas in optimal fashion and for a variety of audiences. Students will be exposed to as many techniques as practical through class discussion (including heavy participation by the student), individual and group lab activities and contact when possible with current practitioners and equipment. As most television production is done for a client, that process will form the basis for much of the course discussion and activities including projects.

COM 434 Advanced Radio Production 3 Credits

Provides in-depth study of advanced techniques in audio recording and radio programming and production. Individual and group production of short and long-form radio projects including: promotional spots, features, music programming, and news. Students will be involved in all phases of programming and production for radio including: project conception, development, management, and implementation. Selected student projects will air on the student radio station, 107.7 The Bronc.

Prerequisite(s): COM 234.

COM 435 Advanced Digital Filmmaking 3 Credits

This is an intensive hands-on course in advanced digital filmmaking. Students will gain experience with and proficiencies in a number of filmmaking areas including: creativity, production planning, aesthetics, scripting, script breakdown, camera movement, selecting and directing talent, creating scenes and sequences, visualizing action, establishing mood and conflict, as well as advanced lighting, sound and digital editing techniques. The students' use of high definition digital imaging systems as a medium for narrative cinematography will be developed and refined. In addition, students will explore how filmmaking techniques and technology can impact the visual story telling process. While often working cooperatively in groups, modeling the interdependent structure of film crews today, the creative and leadership role of the director in the contemporary film industry will be emphasized. Throughout the class, there will be an important integration of theory and practice which will enable students to produce meaningful film projects that will not only be technically effective, but strong in content and context as well.

COM 440 Cases & Campaigns in Public Relations 3 Credits

Critically analyzes public relations case problems in industry, labor, education, government, social welfare, and trade associations. Emphasizes problem solving through the use of communication theories, public relations techniques, creative thinking, and the development of professional goals and standards. Employs realistic simulation exercises and actual case studies to develop and critique students' ability to demonstrate this knowledge in professional situations.

Prerequisite(s): COM 341 or permission of instructor.

COM 452 Seminar in Communication Studies 3 Credits

Offers an in-depth investigation of relational communication. Students explore the many complexities involved in human interaction and interpersonal dynamics. Social and psychological implications of various communicative relationships ranging from cross-gender communication to dysfunctional family systems to intercultural interactions are included.

Prerequisite(s): COM 348, COM 350, or permission of instructor.

COM 460 Web Design III 3 Credits

Builds on previous courses to refine students' understanding of theories and procedures of digital media development. Further develops Web site creation and project management theories. Students develop advanced Web creation techniques, including responsible site production.

Prerequisite(s): COM 364.

COM 462 Advanced Graphic Design and Portfolio 3 Credits

Explores the processes of graphic design by creating independent and creative solutions to a series of design problems. Students expand their proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking and presentation.

Students take a design project to both print and digital formats using Photoshop, Illustrator, and InDesign. Students develop and present a balanced portfolio as the culmination of their experience in the course.

Prerequisite(s): ART 103, ART 105, COM 262, and COM 360.

COM 470 Live Sports Reporting Capstone 3 Credits

Focuses on student production of live, professional-level sports media content. Students will combine reporting, writing, social media and multimedia from live sporting events. Live-coverage will include Rider University teams and regional or professional sporting events. The course is open to senior Sports Media Majors, or with the permission of the instructor.

Prerequisite(s): COM 370, COM 371.

COM 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

COM 491 Internship in Communication 1-4 Credits

Places qualified students in a professional area related directly to their communication training. Students may intern in a communication position with a corporation, small business, media outlet, public relations agency, non-profit organization, political party, sports organization, or other similar organizations. A minimum of 50 hours of internship per credit is required. Written reports, a final project, and supervisor evaluations are used to analyze and evaluate the experience. For students majoring in the Department of Communication and Journalism only, primarily juniors and seniors. No more than two internships are permitted for each student; exceptions may be made. The deadline for registration is the first Friday of the semester.

Prerequisite(s): 3.2 GPA and permission of instructor.

CIS 185 Information Systems Essentials 3 Credits

This course will enable students to use Microsoft Excel and Access to design and create complex applications to support effective decision making. Students will use Excel to design and create spreadsheets to support business analytics. Access will be used to understand, design, create, and utilize relational databases.

CIS 200 Web Application Development I 3 Credits

In the early 1990s, Tim Berners-Lee created a set of technologies to allow information sharing at the CERN particle accelerator in Europe. These technologies dramatically changed the face of computing and became what we know today as the Web. Understanding how to develop and manage applications for the Web is a requirement for the information system professional. Because of the ease of development, deployment, maintenance and general scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using HTML and CCS, how to control user interaction with those pages using the JavaScript programming language. The programming basics of variable declaration and usage, program flow of control, function declaration and calling, and object usage and declaration will also be shown. The use of the JQuery Javascript library to ease the development of Web pages will also be shown.

CIS 220 Web Application Development II 3 Credits

In the early 1990s, a set of network technologies was combined to create a platform for application development. These technologies are now referred to as the Web. Because of the ease of development, deployment, maintenance, and scalability of Web applications, this approach to building and managing applications has become the de facto standard for business application development. Understanding how to develop and manage applications for the Web is vital for information systems professionals. This class will examine Web application development in detail. Through a combination of lecture and labs, students will learn the architecture of Web applications, how to develop Web pages using the Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS), and managing user interaction in those pages using the JavaScript programming language. The process of creating dynamic web pages using the PHP programming language on the Web server will also be taught.

Prerequisite(s): CIS 200.

CIS 255 Into to Game Design & Development 3 Credits

The basic concepts, logic, techniques, tools, and vocabulary associated with interactive, digital game and simulation development will be explored through a combination of lectures, discussions, and hands-on learning. Knowledge and skills derived can be applied to a wide variety of business and other organizational settings globally for interactive simulations, games, and education.

CIS 260 Business Graphics 3 Credits

Basic color theory, typography, and page/slide layout are presented. Students utilize presentation, word processing and photo editing applications to create and edit various documents through hands-on labs and projects.

Prerequisite(s): CIS 185 or permission of instructor.

Computer Information Systems (CIS)

CIS 270 Networking and Telecommunications 3 Credits

This course provides an introduction to business data communications and networking. The Internet and OSI models are discussed. Network technologies include local area networks, backbone, wide area networks, and the Internet. Introduction to network design, security, and network management are also provided.

Prerequisite(s): CIS 185.

CIS 300 Object-Oriented Programming 3 Credits

Students will learn the basic concepts of object-oriented programming as contrasted with traditionally structured programming and will develop applications using the Java programming language.

Prerequisite(s): CIS 200.

CIS 309 Data Structures & Cmptr Archit 3 Credits

An introduction to linked lists, stacks, queues, trees, pointers, and sorting and searching algorithms. Students will learn the technical details of data storage and manipulation along with the concepts of program execution, and will use tools such as hex-editors and debuggers.

Prerequisite(s): CIS 185 or permission of instructor.

CIS 315 Integrated Business with SAP 3 Credits

This course provides an introduction to enterprise resource planning (ERP) systems and addresses how integrated information systems improve business operations. Students will learn about functional business areas and business processes, and understand the problems inherent in un-integrated enterprise information systems. Using SAP software and case studies, students will learn how ERP systems are being used to facilitate integrated, real-time management decision making.

Prerequisite(s): CIS 185 and ACC 210.

CIS 319 Computer Forensics 3 Credits

Students will use computers to obtain and analyze evidence found on storage devices such as those confiscated under warrant, and learn how to trace digital activities. Criminal and investigative procedures will be explored in depth.

Prerequisite(s): CIS 185.

CIS 320 Cloud Computing Administration 3 Credits

Students will learn the process of creating or provisioning a cloud computing environment. Content will include the provisioning of operating system resources in a cloud environment, operating system installation, configuration and maintenance. Virtualization, the process of creating multiple operating system environments on a single piece of hardware will be covered in some detail. Troubleshooting problems in the virtualization environment and in the operating system environment will also be covered. Hands-on labs will be used throughout. Both Windows and Linux operating systems will be used.

Prerequisites: CIS 185.

CIS 325 User-Centered Design 3 Credits

This course introduces students to the design and evaluation of interactive and internet-based devices and systems, including methods to understand user needs and requirements, design and prototype alternative systems, and evaluate system usability. Topics include interaction design, human factors, requirement gathering techniques, protocol analysis, usability testing, and heuristics evaluation.

Prerequisite(s): Junior standing.

CIS 330 Database Management 3 Credits

This course involves the study of computer databases. Major topics include relational databases, use of the structured query language (SQL) to query relational databases, and design and maintenance of relational databases.

Prerequisite(s): CIS 185.

CIS 340 Electronic Commerce 3 Credits

Students will learn about the most current e-commerce technologies and business models through readings, case studies, and hands-on projects. Students will gain experience using business data analytics tools to understand and evaluate the value of data that is generated and collected from various e-commerce platforms on the Internet.

CIS 350 Practical Business Analytics with Excel 3 Credits

CIS 350 – Practical Business Analytics with Excel is a required course for the proposed Business Analytics minor. This course will provide the student with an opportunity to gain proficiency in analyzing and visualizing data using Excel. The learning experience includes not only classic tools, such as pivot tables and VLOOKUP, but also more advanced Excel data tools such as building Excel data models, creating data mash ups, and using the Power Pivot add-in. The course also requires students to complete a data analysis project along with a presentation about the business insights drawn from the data analysis results. The project requires students to understand the business problem, identify and apply the appropriate analytic and visualization tools, and communicate the insight in an intuitive and effective manner.

Prerequisite(s): CIS 185, MSD 200 & MSD 201.

CIS 360 Data Mining 3 Credits

This course deals with modern technologies for data analysis. Hands-on exercises for data retrieval, data visualization and predictive analytics will be carried out using up-to-date methodologies and software tools. The full data mining life cycle will be covered from recognizing business problems and opportunities amenable to data mining analysis through deploying and monitoring solutions.

Prerequisite(s): CIS 185.

CIS 370 Systems Analysis and Design Project 3 Credits

Topics include modeling techniques and methodologies to address the planning, analysis, design, and implementation of high quality systems, delivered on time and within budget. Using rapid application development tools, students will also construct an operational system within the span of a single semester. Issues and tools related to the management of project teams are also discussed.

Prerequisite(s): CIS 330.

CIS 375 Adv. Sem in Global Outsourcing 3 Credits

The course is aimed at generating a comprehensive understanding of the emergent domain of global business process outsourcing. Various referred to as knowledge process outsourcing, IT-enabled services outsourcing, and business services outsourcing, the industry has seen enormous growth over the last decade and continues to grow. India commands the single largest share of this market but South Africa, Eastern Europe, Philippines, Morocco and Egypt have all emerged as other contenders in this global sector. The course is divided into four modules: the political economy of global outsourcing, process modeling, outsourcing management, and industry analysis. Please note: Students will not receive credit for both CIS 375 and GSC 375.

Prerequisite(s): junior standing.

CIS 385 Management Information Systems 3 Credits

The course focuses on the management and use of information systems and technology for the strategic and operational advantage of the firm. Students explore the business value of information resources including current communication, database, as well as hardware and software technologies. GSC 385 can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior or senior standing.

CIS 390 Project Management 3 Credits

This course introduces students to general project management, the process of organizing resources to achieve business goals. Topics include the identification, approval, analysis, and general management of complex business projects. Project management tools, reports, techniques, and approaches will be covered.

Prerequisite(s): CIS 185.

CIS 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their computer information systems and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include junior computer information systems majors with a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any computer information systems coursework completed prior to submission of the co-op application. Three of the co-op credits can be applied toward the computer information systems major, and three credits can be applied toward business or free elective requirements. Grading is on a pass/fail basis.

Prerequisite(s): Completion of two of the three courses: CIS 200, CIS 270, and CIS330.

CIS 410 Selected Topics in Information Systems 3 Credits

Information and communication technologies are evolving rapidly and continually. The Special Topics course facilitates the exploration of a selected topic (or combination of topics) that represents a recent technological advance with important and direct implications in the field of computer information systems. Current research, readings, lectures, discussions and/or hands-on computer experience or other appropriate measures will be employed to stimulate student learning.

Prerequisite(s): to be determined by instructor.

CIS 420 Enterprise Security 3 Credits

This course introduces students to computer security. Coverage includes hardware, software, and network security issues. Through hands-on labs students will learn how computer systems can be comprised and how computer professionals can prevent and provide counterattacks for security intrusions.

Prerequisite(s): CIS 270 or permission of instructor.

CIS 430 Enterprise Integration 3 Credits

The major focus of this course includes the forces driving enterprise integration as well as the management decisions associated with the design and implementation of enterprise systems. Students will use SAP ERP extensively to configure, build, test, and implement an enterprise system for a real business environment from the ground up.

Prerequisite(s): CIS 315.

CIS 490 Independent Study: Research and Creative Expression 1-4 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

Prerequisite(s): permission of instructor.

CIS 491 Computer Information Systems Internship 3 Credits

This is an honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of information technology experiences. They are required to complete a term paper and/or to make an oral presentation to the faculty. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

Computer Science (CSC)

CSC 110 Computer Science I 3 Credits

This course is an introduction to computer science and modern computing fundamentals. Students will develop programs and algorithms to solve a variety of problems posed in the natural sciences. Students will learn to code in Python, a widely adopted language and learn the basics of algorithms, data types, program structure and development

Prerequisite(s): MTH 105 (Algebra & Trigonometry) or equivalent.

CSC 120 Computer Science II 3 Credits

This course is an introduction to developing algorithms using abstract data types and the object-oriented methodology. Students will design and implement robust ADTs using Java, an object-oriented programming language. Students will learn how to develop their own algorithms and the best techniques for analyzing their performance. Students will be able to adapt the course knowledge to real world, practical challenges.

Prerequisite(s): CSC 110.

CSC 130 Data Structures and Algorithms 3 Credits

This course is a study of data structures and the algorithms used to process them. Topics include stacks, queues, lists, trees, graphs, sorting and searching techniques, recursive algorithms, and efficiency considerations. This course will give students a comprehensive study in data structures and algorithms which are the building blocks in programming.

Prerequisite(s): CSC 120.

CSC 140 Discrete Structures 3 Credits

This course is an introduction to the ideas and techniques from discrete mathematics as widely applied to Computer Science. Topics include sets, numbers, algorithms, logic, combinatorics, recursion principles, graph theory, trees, and discrete probability.

Prerequisite(s): MTH 105, Algebra & Trigonometry or MTH 210, Calculus I.

CSC 150 Cyber Ethics and Societal Impact 3 Credits

This course will investigate the ethical and social challenges stemming from computing and telecommunication technology, as well as from mobile information-enabling devices. Topics include: cyber ethics, global and societal impact of the Internet, ethical analysis tools, ethical dimensions of computer system reliability, professional ethics, ethical frontiers in emerging technologies, privacy, security, intellectual property, cybercrime, and civil liberties in cyberspace. CS 150 is a required course for CS majors and minors. This course will be open to other math and science majors.

Prerequisite(s): CMP 115 or can be taken concurrently.

CSC 220 Computer Organization and Architecture 3 Credits

An introduction to the fundamental concepts of computer organization and architecture, this course explores how computer systems execute programs and manipulate data, working from the C programming language down to the microprocessor. Topics include: processor organization, Assembly and C programming languages, machine-level code, data representation, digital logic gates and Boolean algebra, computer arithmetic, code compilation, memory organization and management, interrupts, and performance evaluation and optimization. CS 220 is a required course for CS majors. The prerequisites for this course are CS 130 (Data Structures and Algorithms) and CS 140 (Discrete Structures).

Prerequisite(s): CSC 130, CSC 140.

CSC 230 Probability for Computer Science 3 Credits

This course is an overview of probability theory and its application to computer science. Students will develop an understanding of combinatorics, variables, distributions, and parameter estimation. Applications to real world data and large datasets are also studied, with an introduction to machine learning.

Prerequisite(s): MTH 211.

CSC 240 Operating Systems 3 Credits

The course will study the basic concepts, design and implementation of operating systems. Topics to be covered include an overview of basic computing hardware components, operating system structures, process management, memory management, concurrency, resource allocation and scheduling, file systems, input/output systems, protection and security. CS 240 is a required course for CS majors.

Prerequisite(s): CS 130, Data Structures and Algorithms.

CSC 250 Software Security Engineering 3 Credits

Secure software engineering focuses on both theoretical and practical perspectives in the development of software systems, exploring secure software design and development methods, software analysis, and reverse engineering. Emphasis is placed on security as part of the software engineering lifecycle, as well as on the correctness and robustness of code. CS 250 is a required course for CS majors.

Prerequisite(s): CSC 140.

CSC 310 Theory of Computation 3 Credits

This course introduces a formal framework for investigating both the computability and complexity of problems. Theoretical foundations of computer science and formal models of computation are covered. Students study several models of computation including finite automata, regular expressions, formal languages, Chomsky language hierarchy, context-free grammars and Turing machines. Topics include undecidable problems, the halting problem and the P versus NP problem.

Prerequisite(s): CSC 130 and CSC 140.

CSC 320 Human-Computer Interaction 3 Credits

This course presents Human-Computer Interaction (HCI) as a discipline that is concerned with technical advance, and that must integrate different disciplinary perspectives. Foundational theoretical issues deal with principles of human perception, visual representation and purposeful action, discussed in the context of novel interactive technologies and computer-based systems. It examines issues in the design of system interfaces from a number of perspectives: user, programmer, and designer.

Prerequisite(s): CSC 130.

CSC 340 Cybersecurity Essentials 3 Credits

This course is an in-depth study of the theories and practices for prevention of cyber attacks. Countermeasures discussed include education, encryption, virtual private networks, policies, practices, access controls, secure systems development, software assurance, verification and validation, firewall architectures, anti-virus, patching practices, personnel security practices, and physical security practices. Topics also include incident response, forensic investigations, business continuity plans, disaster recovery plans, and critical infrastructure protection.

Prerequisite(s): CSC 130.

CSC 350 Analysis of Algorithms 3 Credits

This course investigates methods for analyzing and designing efficient and reliable algorithms, emphasizing methods useful in practice. It introduces several algorithm design strategies that build on data structures and programming techniques learned in the introductory computer science course sequence. Topic coverage includes induction, divide-and-conquer, dynamic programming, network flow, randomization, complexity theory, greedy algorithms, searching and sorting algorithms, cryptographic algorithms, graph theory, hashing, and advanced data structures. CSC 350 is a required course for CS majors.

Prerequisite(s): CSC 130 and CSC 140.

CSC 380 Parallel and Distributed Systems 3 Credits

Widely deployed in scientific computing centers and commercial data centers, large-scale parallel and distributed systems (PDS) are crucial to scientific discovery, business success, national security, and technology innovation. This course examines the design and analysis of large scale computing systems for processor- and data-intensive applications with the focus on the technologies and factors that impact the performance, power, resilience, and scalability of modern parallel and distributed systems. Topics include the organization of multicore computers, parallel computer clusters, computing grids, supercomputers, client-server systems, and peer-to-peer systems; computer networks and network protocols; network security; multithreaded programming; and network programming.

Prerequisite(s): CSC 220 and CSC 240.

CSC 410 Data Engineering 3 Credits

This course serves as an introduction to the interdisciplinary and emerging fields of data engineering and data science. Students learn to combine tools and techniques from computer science, statistics, data visualization and the social sciences to solve problems using data. Central themes include: the data engineering and data science processes; tools.

Prerequisite(s): CSC 250 and CIS 330.

CSC 491 Internship in Computer Science 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the student's overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester. Available for juniors and seniors.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Dance (DAN)

DAN 100 Fundamentals of Dance 1 Credits

Designed to offer students concurrent participation and theoretical inquiry in specific dance forms. Students must register for two classes per week at the Princeton Ballet School. One additional hour per week is comprised of video observation, lecture, or readings, and is taught at Rider's Lawrenceville campus. Prerequisite(s): permission of dance advisor; Dance Studio Courses Ballet I.

DAN 100A Ballet I 0 Credits

DAN 100B Ballet II 0 Credits

DAN 100C Ballet III 0 Credits

DAN 100D Ballet IV 0 Credits

DAN 100E Ballet V 0 Credits

DAN 100F Ballet VI 0 Credits

DAN 100G Jazz I 0 Credits

DAN 100H Jazz II 0 Credits

DAN 100I Jazz III 0 Credits

DAN 100J Modern Dance I 0 Credits

DAN 100K Modern Dance II 0 Credits

DAN 100L Modern Dance III 0 Credits

DAN 100M Spanish Dance I 0 Credits

DAN 100N Spanish Dance II 0 Credits

DAN 100O Spanish Dance III 0 Credits

DAN 100P Pilates Mat Class 0 Credits

DAN 100Q Accelerated Adult Ballet I 0 Credits

DAN 100R Accelerated Adult Ballet II 0 Credits

DAN 100S Accelerated Adult Ballet III 0 Credits

DAN 100T Accelerated Adult Ballet IV 0 Credits

DAN 100U World Dance Forms 0 Credits

DAN 100V Yoga 0 Credits

DAN 100W Tap 0 Credits

DAN 100X Ballet VII 0 Credits

DAN 100Y Choreography 0 Credits

DAN 100Z Movement Fundamentals 0 Credits

DAN 105 Survey of Dance History 3 Credits

An introductory course to familiarize students with the breadth and depth of dance in human society. It will chronologically examine dance through four lenses: Dance and Community, Dance and Religion, Dance and Politics, and Dance as Art. Students will be exposed to various dance forms from around the world with varying purposes, functions, and motivations from the beginning of recorded history to present.

DAN 111 Dance Lab 0 Credits

DAN 112 Ballet I: The Point of Departure 1 Credits

This is an entry-level, mandatory ballet class that covers all of the safest fundamental practices, including proper use of alignment, feet, rotation, and use of the core in the classical vocabulary.

DAN 113 Ballet II: Next Steps 1 Credits

This is a continuation of the safest fundamental practices covered in Ballet I, including proper use of alignment, feet, rotation, and use of the core in the classical vocabulary. In addition this course extends the coverage of discourse, terminology and vocabulary of the classical technique.

DAN 151 Pilates and Modern 1 Credits

DAN 152 World Dance & Improvisation 1 Credits

DAN 180 History of Movement Theory 3 Credits

Investigation of the mind-body connection, somatic experience, body therapies, movement and theories. The essential questions are: How is it that we move with awareness, fluidity, efficiency and precision?

DAN 190 Dalcroze Eurythmics 3 Credits

This movement course familiarizes students with the basic elements of music theory (staff, clefs, time signatures, notations, chords, etc.) and the Dalcroze principles regarding music, movement and improvisation.

DAN 201 Vaganova I 1 Credits

This studio course focuses on fundamental knowledge about the vocabulary, discourse, performance and style of the classical ballet, especially as it pertains to the Vaganova Technique.

DAN 202 Vaganova II 1 Credits

This studio course continues the development of knowledge concerning the vocabulary, discourse, performance and style of the classical ballet, especially as it pertains to the Vaganova Technique. Repeatable twice for total of three times taken. May only be repeated if there are open spots after those taking it for the first time have registered.

Prerequisite(s): DAN 201.

DAN 210 Rider Dances: Repertory & Productions 1 Credits

This course provides an in-depth experience with the art of dance production from creation to performance. Students will be chosen to learn and perform repertory; fulfill technical roles such as sound, lighting and costume design; and assume production and managerial responsibilities such as promotion, publicity, front of house management and stage management.

Prerequisite(s): permission of instructor.

DAN 210T Rider Dances Rep&Produc:Tech 1 Credits

DAN 220 History of Choreography 3 Credits

This course prepares the dance student for the creating of dance through critical analysis, reading, writing and practical assignments. Students will examine creative process as applied to dance artists and various forms of dance.

DAN 300 Lecture & Studio in Dance 2 Credits

Dance 300 series is also designed to offer students concurrent participation and theoretical inquiry in specific dance forms. Students must register for four classes per week at the Princeton Ballet School. One additional hour is comprised of video observation, lecture, or readings and is held at Rider's Lawrenceville campus. Prerequisite(s): permission of instructor; Dance Studio Courses Ballet I.

DAN 300A Ballet I 0 Credits**DAN 300B Ballet II 0 Credits****DAN 300C Ballet III 0 Credits****DAN 300D Ballet IV 0 Credits****DAN 300E Ballet V 0 Credits****DAN 300F Ballet VI 0 Credits****DAN 300G Jazz I 0 Credits****DAN 300H Jazz II 0 Credits****DAN 300I Jazz III 0 Credits****DAN 300J Modern Dance I 0 Credits****DAN 300K Modern Dance II 0 Credits****DAN 300L Modern Dance III 0 Credits****DAN 300M Spanish Dance I 0 Credits****DAN 300N Spanish Dance II 0 Credits****DAN 300O Spanish Dance III 0 Credits****DAN 300P Pilates Mat Class 0 Credits****DAN 300Q Accelerated Adult Ballet I 0 Credits****DAN 300R Accelerated Adult Ballet II 0 Credits****DAN 300S Accelerated Adult Ballet III 0 Credits****DAN 300T Accelerated Adult Ballet IV 0 Credits****DAN 300U World Dance Forms 0 Credits****DAN 300V Yoga 0 Credits****DAN 300W Tap 0 Credits****DAN 300X Ballet VII 0 Credits****DAN 300Y Choreography 0 Credits****DAN 300Z Movement Fundamentals 0 Credits****DAN 350 History of Ballet, Modern & Jazz Dance 3 Credits**

Studies the major periods in the development of Western Theatrical Dance from the Renaissance to the present focusing on ballet, modern, jazz, tap and musical theater dance. The course will examine the ideas and individuals that caused the development of choreographers, producers, designers and productions.

DAN 450 Pedagogy and Methodology in Dance 3 Credits

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work. Cross-listing existing entry-level teaching course with analogous graduate-level course (CURR 711).

DAN 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

DAN 491 Internship in Dance 1-4 Credits

Provides junior or senior dance majors with the practical experience of working within an educational or professional dance environment. Students must be sponsored by a dance professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

DAN 493 Special Topics in Dance Studio 1 Credits

This class covers a discrete movement style, technique, or form such as the choreography of Balanchine, the technique of Cecchetti or dance theater fusion.

Prerequisite(s): DAN 100.

DAN 495 Selected Topics in Dance History 3 Credits

Intensive study of a particular topic in dance history or theory. This may include one era, movement or nation's dance history and practice. Students will become deeply involved in an area through research, class discussions and group projects.

DAN 498 Senior Capstone 3 Credits**DAN 499 Seniors Honor Program 3 Credits**

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

Early Childhood Education-UG (ECE)

ECE 200 Infant and Toddler Care and Education 3 Credits

Focuses on nutritional and psychological influences on infant, and toddler growth and development, inclusive of current research in infant development; childbirth; breast feeding; infant simulation; intellectual development; attachment behavior; and infants in group care. Recognizing that there is increased demand for infant/toddler care, it is increasingly important to assure that America's infants receive a safe, healthy, emotionally secure, and intellectually rich start in life. High quality care and education of very young children are based upon responsive and respectful relationships among all of the people in each child's life.

ECE 332 Families, Community, and Diversity in Early Childhood Education 3 Credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ECE 450 Developmental Methods and Assessment in Early Childhood Education 3 Credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

Economics (ECO)**ECO 200 Principles of Macroeconomics 3 Credits**

A collective view of income receiving and spending sectors of the national economy, including households, businesses, and governments. Issues discussed: What determines the level of output, income, and employment achieved by the economy? What determines the growth of national output and employment? National income accounting, income and employment theory, monetary system, general price level, business cycle, government policies designed to provide for full employment, price stability, and economic growth are also covered.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 201 Principles of Microeconomics 3 Credits

Market price systems are analyzed. The nature and characteristics of consumer and producer behavior, the theory of pricing in competitive and noncompetitive markets, and determination of the distribution of output are re evaluated. Welfare, social control, monopoly, and income inequality are re explored in the light of price theory. The role of the United States in the world economy is explored.

Prerequisite(s): Place into MSD 105 based on SAT or ACT Score, OR place into MSD 105/MTH 102 by passing College Placement, OR passing MTH 100S with a grade of 'Y', OR passing MSD 104, OR having transferred in any college level MSD or MTH class.

ECO 210 Intermediate Macroeconomics 3 Credits

An analytical study of modern aggregate economic theory. Emphasizes the measurement and determination of income, employment, and price levels, as well as economic policy in theory and practice.

Prerequisite(s): ECO 200 and ECO 201.

ECO 211 Intermediate Microeconomics 3 Credits

This course is designed to give the student a thorough understanding of microeconomic theory. As such, the course will analyze the behavior of both consumers and producers, and how this behavior determines the price and quantity observed in the market. The course objective is to provide students with the necessary theoretical background to enable them to solve meaningful and practical problems. Thus, the course is both theoretical and applied in its orientation. The course will emphasize that economic theory can be used not only to solve market oriented problems, but social and public policy problems as well.

Prerequisite(s): ECO 200 and ECO 201.

ECO 300 Business Conditions Analysis/Forecast 3 Credits

Business conditions change daily. Students study them as they change, learning to understand them in the light of economic theory, learning how each part of the economy is affected, and learning the advantages and limitations of the most reliable forecasting methods.

Prerequisite(s): ECO 200, MSD 201.

ECO 301 Managerial Economics 3 Credits

Intensively examines the theory of the firm with applications to the solution of such managerial problems as demand forecasting, the nature and behavior of costs, and product pricing. Introduces the use of simple mathematical and statistical tools that are employed with economic analysis for solving managerial problems.

Prerequisite(s): ECO 200 and ECO 201 and MSD 201 or permission of instructor.

ECO 305 International Trade and Investment 3 Credits

Studies the theory, institutions, and structures underlying the international flow of trade and investment. Topics are: the theory of international trade; balance of payment analysis; the international monetary system; adjustment to balance of payment disequilibrium; regional economic integration; the economic effects of trade restrictions; and trade and foreign investment problems of developing nations.

Prerequisite(s): ECO 200 and ECO 201.

ECO 315 Comparative Economic Systems 3 Credits

Provides a conceptual framework for classifying and comparing economic systems. Presents theory of the capitalist market economy and case studies of the U.S., Japanese, French, and Swedish economies. Examines theory of the centrally planned economy, its transition, and case studies of the Soviet and its successor states, Chinese, and East European economies. Case studies are necessarily limited, concentrating on selected topics, such as transition strategies, industrial policy, etc.

Prerequisite(s): ECO 200 and ECO 201.

ECO 325 Industrial Organization 3 Credits

Explores the relationship between market structure and performance. Topics include concentration in individual industries, product differentiation and entry barriers, pricing and marketing policies, and antitrust policies and their consequences.

Prerequisite(s): ECO 200 and ECO 201.

ECO 326 Economics of Sports 3 Credits

The overall objective of this course is to deepen student understanding of microeconomic principles by applying microeconomic concepts to the analysis of professional and amateur sports. This course will utilize concepts from many different microeconomic specialties, (primarily Industrial Organization, Labor Economics and Public Finance). The tools from these different microeconomic fields will be used to explain and analyze the operation of professional sports teams and leagues in the U.S. with an emphasis on baseball, football, basketball and hockey. International comparisons will be made between professional sports in the U.S. and the rest of the world. The course will also analyze the not-for-profit sports sector, focusing on college sports and the National Collegiate Athletic Association.

Prerequisite(s): ECO 201.

ECO 330 Labor Market Analysis 3 Credits

Intensive study of the economics of the labor market, which examines the determinants of labor supply and demand, and market equilibrium in the labor market. This enables the student to understand what determines wages, labor force participation, occupational choice, the extent of education and training, unemployment, poverty, union membership, and discrimination in the labor market.

Prerequisite(s): ECO 200 and ECO 201.

ECO 335 Economics of the Public Sector 3 Credits

Analyzes the economic roles of government: allocation; distribution; and stabilization. The course examines the tools used by governments, especially the federal government, such as taxation, expenditures, regulations and laws in order to achieve economic goals. The course will give special attention to social regulation.

Prerequisite(s): ECO 200 and ECO 201.

ECO 336 Economics of Health Care Sys 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomic tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

Prerequisite(s): ECO 201 or HTH 205.

ECO 365 Post-Soviet Economy 3 Credits

Studies the contemporary post-Soviet economic system, with emphasis on institutions, policies and issues related to business opportunities in this area. Topics covered include the historic, geographic, political, and cultural setting, planning and plan implementation in the traditional system, current reforms and prospects for the future, with special reference to the foreign trade institutions and experience of foreign firms doing business in the post-Soviet Union and Eastern European countries.

Prerequisite(s): ECO 200 and ECO 201 or permission of instructor.

ECO 450 Seminar in Economic Research 3 Credits

Students in the course learn to conduct economic research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client. Students are permitted to take ECO 450 up to two times for credit.

Prerequisite(s): Permission of instructor.

ECO 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

ECO 491 Internship/Independent Study 3 Credits

This course is available to qualified economics majors and minors. Evaluation is based on a performance appraisal provided by the participating firm and a project/paper judged by the major's internship director. This course can be used as a business or free elective. Grading is done on a pass/fail basis.

Prerequisite(s): Permission of instructor.

Educational Technology (TEC)

TEC 200 Google® Educator Level One Training 3 Credits

This course will provide the skills and knowledge for pre-service teachers in undergraduate education to successfully take the Google® Educator Level One Exam.

TEC 201 Internet Ethics 1 Credits

This course focuses on using the Internet to explore and reflect on current ethical issues involving technology. These include individual privacy, legal issues such as fair use and copyright laws, and social issues such as bullying and social networking. Students will explore these topics using a variety of search engines and will reflect on the information found in terms of its impact on society as well as its appropriate uses in personal life, education and business. Pass/fail.

TEC 202 Smartboard 1 Credits

This course is designed to provide an opportunity for students to become familiar with the features and applications of Smartboard, an interactive whiteboard that can be used in classrooms and professional presentations. Students will gain experience using the touch screen and in integrating the features of the program into learning and professional materials. Pass/fail.

TEC 203 Desktop Publishing and Web Page Design 1 Credits

This course provides students with the ability to use desktop publishing software to create materials suitable for use in classrooms, professional settings, and personal use, and with the ability to design web pages. The course is appropriate for anyone who will be involved in designing classroom and student publications and for those who will use web pages in their teaching or personal lives. Discussion will be held on how to use desktop publishing and web page design in elementary and secondary school settings. A project involving application of various desktop publishing and web page design techniques will be completed and demonstrated to the class. Pass/fail.

TEC 204 Electronic Spreadsheets and Classroom Management Software 1 Credits

Basic electronic spreadsheet concepts and applications are taught using a major spreadsheet program. Topics include writing basic formulas, copying formulas, playing "What If," customizing a worksheet, and printing a spreadsheet. Discussions will be held on how to integrate spreadsheets into elementary and secondary classes and activities. Pass/fail.

TEC 206 Teaching and Presenting with Technology 1 Credits

This course covers designing, planning, and using technology enhanced instruction and presentations. Group assignments will enable students to explore uses of technology to enhance instruction and presentations. Collaboration will be encouraged when discussing the efficient and effective use of technology. Three collaborative group reports will be submitted dealing with discussion questions and chapter topics. Appropriate web sites and programs will be visited. Students will design a final original application that could be used to create motivation and visual learning in a specific classroom or other professional setting related to their major areas of study. Emphasis will be given to technology integration strategies. A final oral presentation of individual projects will be given.

TEC 207 Social Media for Education 3 Credits

Social Media for Education will introduce students to the structure and culture of social media and how social networking applies to the educational environment. This three-credit course will foster a deep understanding of how social media in education can benefit students, teachers, administrators, staff, and stakeholders.

TEC 307 Concepts Instruct Media & Tech 3 Credits

Designed to provide the student with familiarity and appreciation of the role of educational technology in the workplace as it applies to students, teachers, administrators, and trainers. The student will explore the Internet, various educational multimedia, distance learning, virtual reality environments, learning theories, and integration models. Appropriate developmental/reflective strategies will be incorporated with instruction. Although multimedia microcomputers will be utilized throughout the course, prior microcomputer knowledge and experience is not a critical element. Multimedia expertise will be developed as the course progresses.

TEC 308 Directed Study in Instruct 3 Credits

Designed to enable the student to develop instructional presentations utilizing the advantages of multimedia technology. Each student will be required to create a multimedia portfolio that contains information presentations, cumulative records, presenter notes, work samples, photo library, video animation, and audio narration. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail. Expertise will be developed as the course progresses.

TEC 309 Instruct Media/Technology Management 3 Credits

Designed to develop technology management skills that can be used for individual classrooms, training centers, subject area specializations, grade levels, school laboratories, curriculum integration, administrative functions, system networks, community services, communication systems and connecting linkages between educational/work environments and home. Various management strategies will be explored and each student will have an opportunity to design, via a multimedia microcomputer, an instructional technology system of their choice along with a management plan. Cooperative learning strategies will be utilized throughout the course. Developmental/reflective strategies will include self-reflection, peer feedback, and interaction with the instructor in class and via E-mail.

Prerequisite(s): At least six semester hours of technology courses or modules.

TEC 404 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners.

TEC 490 Independent Research and Study 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hours credit to be assigned is determined by the department.

Education-UG (EDU)

EDU 106 Contexts Of Schooling 3 Credits

Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies-- students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU 106 and EDU 206. There is no Praxis requirement for Secondary Education students registering for EDU 106 and EDU 206.

EDU 206 Developmental Education Psychology 3 Credits

This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children and adolescents; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with EDU 106: Contexts of Schooling. A cumulative GPA of 2.75 is required.

EDU 320 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE 320. Students cannot get credit for both FLE 320 and EDU 320.

EDU 358 Literacy and the Bilingual/Bicultural Child 3 Credits

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

EDU 420 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. A cumulative GPA of 2.75 is required. *NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and EDU 420.

Prerequisite(s): EDU 106 and EDU 206.

EDU 451 Special Topics in Education 1-6 Credits

Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

EDU 460 Educating and Evaluating the Bilingual Child 3 Credits

An examination of the historical, legal, and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing, and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study. A cumulative GPA of 2.75 is required.

EDU 465 Student Teaching and Seminar 12 Credits

A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers.

Prerequisite(s): 1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of "C +" or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.

Education Foundation (EDE)

EDE 200 Effective Classroom Management 3 Credits

Issues of classroom management often pose the biggest challenges for novice teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of effective, research-based classroom management strategies, positive teacher-student relationships, and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students through the use of effective motivational and instructional strategies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

EDE 225 Guided Field Experience in K-12 Classrooms 3 Credits

This is a field-based course in which students will spend an intensive three-week term in a designated school setting, mediated by University faculty. Students will participate in the daily routines of elementary, middle, or secondary schools. Field-site teachers will mentor students by articulating decisions that they make regarding classroom instruction and assessment. Students will meet regularly in seminar to analyze and discuss issues related to teaching and learning. This course will be offered J-Term, Summer I or other three week period.

EDE 226 Teaching and Managing in the Urban Classroom 3 Credits

This course focuses on teaching and managing K-12 classrooms in urban settings. Through four weeks of on-line instruction, students will learn key principles of classroom management and examine foundational issues that can underpin educational inequality, such as racial, ethnic and linguistic diversity, poverty, high student mobility and frequent teacher turnover. The course culminates with the Philadelphia Urban Seminar, a two-week residential experience (mediated by Rider University faculty) that includes ten days of intensive field experience in central Philadelphia classrooms, weekday seminars with faculty, and historical/cultural experiences and community service project activities on the weekend.

EDE 306 Thinking Critically with Data 1 Credits

This course will help students develop the kinds of data literacy skills needed for success in teaching. It will focus on five related that teachers need: (1) finding the relevant pieces of data in the data system or display available to them (data location); (2) understanding what the data signify (data comprehension); (3) figuring out what the data mean (data interpretation); (4) selecting an instructional approach that addresses the situation identified through the data (instructional decision making); (5).

EDE 307 Assessment in 21st Century Classrooms 1 Credits

This course offers an in-depth look at assessment to meet the need of 21st century teaching and learning. Students learn how to plan, develop, interpret, and manage valid assessments of student learning. Students will learn the following assessment-related skills and understandings: (1) the purpose of assessment in 21st century classrooms; (2), basics of assessments: reliability and validity; formative and summative assessment; alignment of assessments with objectives; and determining what can (what cannot) be reliably and validly assessed; (3) basics of rubric development; (4) holistic scoring; (5) assessment of critical thinking skills in diverse domains; (6) assessment of creativity in diverse domains. The course will be taught online.

EDE 375 Applications for Teaching Mathematics in Grades 4-5 1 Credits

This course will provide students the experience to share and learn about the practical applications of teaching mathematics to the 4th and 5th grade children as they are based on the field site classrooms of these grades. Students complete reflections about their work with mathematics and their observations of their cooperating teachers' lessons. The developmental aspect of math skills will be reviewed, looking at the Learning Progressions that are the basis for the new Common CORE State Standards. This course will provide an opportunity for students to have guidance in the teaching and learning of mathematics in the upper elementary grades. Upon completion of this course, students should have the knowledge, skills and confidence to meet the needs of all students, K-6. Prerequisite(s): ELD 375.

Corequisite(s): ELD 376 or ELD 308 or as prerequisite.

Elementary Education (ELD)

ELD 128 Developing Mathematical Ideas for Elementary School Teachers 1 Credits

Prospective teachers will examine the mathematics content and curriculum that is taught in grades K-6, focusing upon the multi-layered aspects of the topics that successful elementary teachers need to understand profoundly in order to provide appropriate instruction. There will be a series of topics selected from those that have historically been especially difficult for teachers to thoroughly understand at the depth needed to teach effectively. Some of the topics may vary each semester.

ELD 307 Emergent Literacy P-3 3 Credits

This course is needed to meet the requirements for the specialized endorsement in Early Childhood. The course establishes a solid foundation of knowledge about literacy in the early years and dispels myths regarding readiness to read and write. In addition, the course contains the foundational aspects of literacy, including the relationship between oral language and literacy, the linguistic foundation of literacy, and the social contexts of literacy learning. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 308 Fostering Language and Literacy Development 3 Credits

Explores current understanding of the fields of reading/language arts from the perspectives of theory and practice. Students write lesson plans, critique methods of instruction and assessment and develop a portfolio of an individual student from their field site. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206; ELD 307.

ELD 350 Early Adolescence 1 Credits

This course will focus on common dilemmas faced by young people as they move from childhood into adolescence. It will examine age-related differences between children and adolescents and consider ways to create stimulating environments that fit this developmental transition. Representations of adolescence in the media and in research will be compared, including common stereotypes. A cumulative GPA of 2.75 is required.

ELD 355 Teaching in the Inclusive Middle School Classroom 1 Credits

This course will highlight the legal and ethical responsibilities of general education teachers in the middle school classroom. The special education process will be discussed and methods to address special needs in the classroom will be shared. Strategies to differentiate instruction and work collaboratively with school community members will help pre-service teachers develop and implement effective instruction that meets diverse needs in the middle school inclusive classroom.

Prerequisite(s): EDU 106 and EDU 206 and a cumulative GPA of 2.75 is required.

ELD 360 Structure and Culture of Middle School Classroom 1 Credits

This course focuses on the teaching of those concepts critical to the understanding of the structure and culture of middle school education. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 375 Methods of Teaching Mathematics in Elementary Classrooms 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students from nursery to grade eight. In keeping with ACET, NAEYC, and NCTM Standards, emphasis is placed on planning for and implementing an integrated curriculum approach, discovery learning, hands-on experience, theme cycles, use of technology, and traditional and non-traditional assessment strategies. Field experiences will consist of classroom observations and teaching individuals and/or small groups of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206, MTH 102 or MTH 105 or MTH 210.

ELD 376 Teaching Science, Social Studies and the Arts N-6 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 six (based on NCSS, NSTA, and NAEA Standards). Emphasis is placed on an integrated approach to curriculum, with lesson and unit planning activities that incorporate hands-on-experiences, discovery learning and traditional and non-traditional assessment strategies. Field experience will consist of observation and analysis of classroom instruction and the teaching of lessons to individual and/or small groups of children. A cumulative GPA of 2.75 is required.

Prerequisite(s): ELD 307 and ELD 375.

ELD 380 Methods of Teaching Mathematics in the Middle School 3 Credits

This course focuses on the teaching of mathematics that is developmentally appropriate for students in grades six through eight. In keeping with the National Council of Teachers of Mathematics (NCTM) Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experience, use of technology, and traditional and non-traditional assessment. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 385 Teaching Science in the Middle School 3 Credits

This course focuses on the teaching of sciences that is developmentally appropriate for students in grades six through eight. In keeping with the National Science Education Standards, emphasis is placed on planning for and implementing an inquiry-based approach, hands-on experiences, use of technology and traditional and non-traditional assessment strategies. Field experiences will consist of observations and teaching to individuals, small groups and whole classes of students. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 390 Teaching Social Studies in the Middle School 3 Credits

This course focuses on the teaching of social studies that is developmentally appropriate for students in grades six through eight. Its focus will explore understanding of United States history, geography and civics from the perspective of the middle school. The course emphasizes the ten themes of social studies as developed by the National Council for the Social Studies. In addition to the facts, concepts and generalizations encompassed by the ten themes, the course works with academic, social, thinking and citizenship skills. The required, intensive field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 395 Literacy Learning in the Middle School 3 Credits

This course focuses on the teaching of literacy that is developmentally appropriate for students in grades six through eight. It explores processes in reading, writing, speaking, listening and viewing, relationships among the language arts and other subject areas, and the development of critical literacy and cognitive strategies. The intense field experience in a middle school promotes direct application of the concepts, skills and dispositions addressed in the course. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ELD 490 Independent Study: Research and Creative Expression 1-6 Credits

Provides the student with an opportunity to study an area of personal interest. The outline for the study must be accepted by a sponsoring professor and approved by the student's department and academic dean. The number of semester hour's credit to be assigned is determined by the department.

English Composition (CMP)

CMP 100S Intro to College Writing 1-3 Credits

Students will develop their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. Pass or fail.

CMP 115 Intro to Expository Writing 3 Credits

Students will develop college-level skills in critical reading of challenging texts and in writing expository essays responding to those texts. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score less than 550 or ACT English score less.

CMP 120 Expository Writing 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. The second of the department's three-course composition sequence, This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SAT EBRW score greater than or equal to 550 and SAT or.

CMP 125 Research Writing 3 Credits

Introduces students to the process of library research and documented writing. Emphasis will be on the refinement of critical reading, thinking, and writing strategies applied to multiple sources and documented papers. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 120 or BHP 100.

CMP 203 Literature and Composition 3 Credits

Students will write research papers and do library research through the use of literary materials. The course emphasizes increasing the comprehension of ideas and experiences by means of selected readings. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): CMP 203 is open to students who receive a grade of "A" or "B" in CMP 120; it may be used as a substitute for CMP 125.

Entrepreneurial Studies (ENT)

ENT 100 Innovation and Entrepreneurship 3 Credits

This course provides students with an introduction to creativity, innovation, and the concept of an entrepreneurial mindset. Students explore the excitement and challenges faced by individuals and businesses as they create, develop, and evaluate innovative business opportunities. We also discuss the probable paths of career development for students pursuing entrepreneurship. In this course, students evaluate their own views of innovation and entrepreneurship within the framework of entrepreneurial thinking, and putting this mindset into action.

ENT 210 Sports Entrepreneurship 3 Credits

Sports Entrepreneurship will introduce students to entrepreneurship in the sports industries as they explore opportunities and challenges for new ventures in this sector. Using an industry's business model, students will identify competitive advantages and understand what is required for startup success.

ENT 260 Family Business Management 3 Credits

This course is directed at understanding the family-owned and managed firm. Topics included are the strengths and weaknesses of a family firm, the dynamics of the family and business interactions, conflict resolution, succession planning and ownership transfer. The course will help individuals involved with a family firm, regardless if they are a family member.

Prerequisite(s): MGT 201 and junior standing.

ENT 335 Small Business Tax Planning 3 Credits

This course provides an understanding of the key tax issues faced by small businesses and their business implications. It also familiarizes prospective business owners with various tax filing requirements so that they can use the expertise of tax professionals more effectively.

Prerequisite(s): ACC 210.

ENT 348 Small Business Management 3 Credits

This course provides students with an introduction to ownership/management in the world of small business as well as an understanding of what is needed to start/buy/sell a small business. In addition, the course endeavors to help students move from a consumer orientation to a producer orientation, and to learn project management and research skills through participation in a hands-on project. The project has students investigate the market potential of an innovative business concept, and then use this research to evaluate the business concept as an entrepreneurial opportunity.

ENT 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 300.

ENT 375 International Entrepreneurship 3 Credits

Students will learn how new or small ventures enter international markets. Requirements include developing a case about starting or running a venture in a single country of the student's choice.

Prerequisite(s): MGT 201 and junior standing.

ENT 399 Entrepreneurship Co-Op 6 Credits

This course provides students with a semester-long supervised employment with an entrepreneurial firm/organization. Students are required to maintain a journal, complete a reflection paper and are evaluated by the participating firm/organization. Eligible students are entrepreneurial studies juniors or seniors with a 3.0 GPA or better. Co-op credits count as free electives. Grading is on a pass/fail basis.

Prerequisite(s): ENT 348 or permission of program director.

ENT 410 New Venture Planning 3 Credits

This course will require students to select a business and prepare a complete new venture plan for it. This plan would identify the product and its target market, analyze its market potential, choose the location, scale of operation, layout, staffing, type of financing, estimate the revenues and profits, and present the income statement, balance sheet, and the cash flow projections.

Prerequisite(s): ENT 348 or permission of instructor.

ENT 420 Student Venture Experience 3 Credits

Students will start and run a small business while under the supervision and guidance of faculty. Students will take a business plan developed through New Venture Planning (ENT 410) and execute it. Students will experience the launch process and learn, hands on, how to adapt to the marketplace. Some businesses started in this class may also be eligible for seed venture funding from Rider.

Prerequisite(s): ENT 348, ENT 410, and permission of instructor.

ENT 444 Special Topics 3 Credits**ENT 448 Small Business Consulting Sem 3 Credits**

This course utilizes student teams to assist existing small businesses in solving problems or researching opportunities. Students will spend the majority of time in the field utilizing an experiential learning approach. Weekly activity logs, proposal development, and project completion are required. Restricted to seniors.

Prerequisite(s): ENT 348 and permission of instructor.

ENT 490 Independent Research and Study 3-4 Credits

Topic to be approved by professor and program chairperson. Available to juniors and seniors.

ENT 491 Internship 3 Credits

English (ENG)

ENG 205 Understanding Literature 3 Credits

The novel, the short story, drama, and poetry are studied, with a view to the insights to be gained from literature. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 206 Introduction to Creative Writing 3 Credits

A workshop that introduces students to basic conventions and techniques of creative writing. Students will read and study published writing in multiple genres, such as short fiction, drama, poetry, and creative nonfiction, and write and revise their own creative pieces.

ENG 208 Arthurian Legends in Literature 3 Credits

The legends attached to King Arthur and the Knights of the Round Table have become cultural touchstones in England and the United States. This survey of medieval to contemporary Arthurian literature examines the legends and their written versions within their respective cultural, historical, philosophical and aesthetic contexts. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 210 Major American Authors 3 Credits

An introductory course focusing on major American poets, novelists, essayists, and playwrights. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 211 Major British Authors 3 Credits

An introductory course focusing on major British poets, novelists, essayists, and playwrights. Students will learn to understand, interpret, and evaluate literary works. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 213 Literature and Mythology 3 Credits

The interrelationships that exist between literary works and folklore, ritual, and religious scriptures and beliefs are explored. The primary emphasis is on analyzing the presence of mythic patterns in specific literary works; the secondary emphasis is on theories of mythology. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 214 Monsters in Literature 3 Credits

This course examines various texts on the topic of monsters. Students read and watch films, and explore the answers to the following: Who are they? Undead, alien, satanic, outcast, hidden, hostile, tragic. Where are they? Crossroads, arctic wastes, moors, abandoned buildings, forests, outer reaches, inside. What do they want? Revenge, bodies, lives, escape, life, contact, humanity. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 215 Satire and Comedy 3 Credits

Explores these two related modes of literature with the primary emphasis on satire. Possible readings include works by Euripedes, Jonson, Shakespeare, Moliere, Voltaire, Pope, Swift, Dickens, Twain, Wilde, Waugh, Orwell, and Heller. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 217 Introduction To Shakespeare 3 Credits

Students in this course study Shakespearean drama on an introductory level through close reading, analysis, and discussion of selected plays. They learn the relevance and importance of Shakespeare's themes, characterizations, and imagery. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 218 Literature and the Environment 3 Credits

Students examine literature on important environmental issues, such as climate change, pollution, dams, oil pipelines, and nuclear energy. The class focuses on how literature, which may include fiction, poetry, drama, and essays, helps readers understand and grapple with these complex global challenges.

ENG 219 Literature and Violence 3 Credits

This course will examine and critique themes of violence that have become a pervasive and recurring artistic thread in classic literary texts. Through careful, close textual readings and critical analyses of thematically selected texts that contain multiple artistic representations of violence in varied literary genres, students will explore literary violence as a possible metaphor for understanding dimensions of power, control and dominance. In analytical studies of thematically selected texts, students will gain new insights and critical perspectives on modern American society and the social causes and ills of violence. Students will delve into the root, cause and meaning of violence and they will further grow to understand why and how violence still maintains a pervasive presence in their daily lives and in the very literature they read. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 220 Literature & Society 3 Credits

Literature is examined, emphasizing human behavior as it relates to such social phenomena as war, alienation, social disorganization, injustice, and poverty. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 221 Literature and Psychology 3 Credits

Students will study Freudian and other psychoanalytical concepts as they appear in literature, plus psychological patterns of behavior such as aggression, frustration, and submission, that have been utilized by creative literary artists to expand the reader's understanding of the human experience. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 222 Crime and Literature 3 Credits

This introductory course focuses on representations of crime in novels and short stories. The primary goal of this course is to equip you with the basic tools you need to interpret fiction. Examining how narrative elements such as plot, character, point of view, and setting function in literature will enable you to analyze, not just comprehend and summarize, fiction. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 224 Science Fiction 3 Credits

This course is designed to introduce students to science fiction, its major themes and preoccupations, as well as some of its significant authors and genres. It has been argued that science fiction or "speculative" fiction represents a viable way to make sense of our everyday world. Our primary focus, therefore, will be on how these texts—written and visual—help us understand our culture and ourselves through encounters with alien and unfamiliar worlds, species, and technology. By the end of the course, students are expected to be able to critically engage with science fiction, and to identify its broad cultural impact. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 226 Introduction to Film 3 Credits

Focuses on various cinematic techniques used to develop underlying thematic and symbolic concepts and to shape viewer response. Students will analyze classical and contemporary features for their masterful use of visual language.

ENG 228 Black American Lit 3 Credits

A survey of writings by black Americans, presented historically from early slave narratives through emancipation, reconstruction, the Harlem Renaissance, and literature from the 1930s to the present. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 229 Multi-Ethnic Literature in America 3 Credits

Surveys the literature of various ethnic groups including African Americans, American Indians, Asian Americans, Hispanic Americans, Jewish Americans and European Americans. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 230 Women In Literature 3 Credits

A range of literary presentations of the female experience and of the conditions of women's lives is explored. These works are placed in historical and social contexts in order to see behind and beyond traditional literary conventions. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 236 Applied Grammar & Syntax 3 Credits

This course offers a review of the essential elements of English grammar and syntax and fosters understanding of how these elements work in notable argumentative and expository writing as well as in the student's own compositions. Focus is on both expert reading and effective writing. Changing attitudes toward usage, including influence of digital media on language use, are discussed. May be taken as preparation for, or independently of ENG 336, which addresses grammar, syntax, and style at a more advanced level.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 240 Methods of Literary Analysis 3 Credits

The study and application of various modes of literary criticism practiced, including formal, structural, psychological, and sociocultural methods of analysis. Required of all English literature and writing majors.

ENG 245 Creativity 3 Credits

This course is an introduction to the history of literary creativity and the related topics of invention, genius, imagination, and originality. It examines theories of literary creativity throughout history from ancient ideas about the origins of inventiveness to recent theories. It looks at select works in English and other sources, and it looks at the subject of creativity in poetic, prose, and dramatic works.

Prerequisite(s): English Literature majors should take all Gateway Courses before they take 300- and 400- level courses.

ENG 250 Literary History I 3 Credits

Surveys British literature beginning with the old English epic of Beowulf and ending with the British Romantic writers of the early 1800s. There will be an emphasis on the cultural and historical contexts of the works discussed as well as an appreciation for the aesthetic qualities of the individual texts and the characteristics of literary movements. This course is a prerequisite to ENG 251 and is required of all English majors and minors.

ENG 251 Literary History II 3 Credits

Surveys American and British literature since the 1820s. There will be an emphasis on the cultural and historical contexts of the works discussed as well as an appreciation for the aesthetic qualities of the individual texts and the characteristics of literary movements. Required of all English majors and minors.

Prerequisite(s): ENG 250 or permission of the instructor or chairperson.

ENG 270 Major Poets 3 Credits

Studies major American and British poets. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 275 Posthumanism: Bodies and Technology in Literature 3 Credits

This course explores the concept of posthumanism in speculative and futuristic literature. Who counts as human? How do advances in science and technology change what it means to be human? How much can we change our bodies before we stop being human? Categories of posthumanism that may be explored include virtual reality, cybercultures, and bodily transcendence; cyborgs; body modification, duplication, and replacement; cloning; genetic engineering; and postapocalyptic/ecocritical narratives.

ENG 280 Special Topics in Literature 3 Credits

Uses literary works to achieve insights into different areas of human experience. Topics change annually as announced by the English department.

ENG 281 Global Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From silent comedy and melodrama to German Expressionism and Soviet activist cinema; from French poetic realism and Italian Neo-realism to Hollywood sound cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. ENG 281 is crosslisted with FMS 250 and this course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

ENG 282 Global Film History: 1961 to Present 3 Credits

Examines major technological, industrial and aesthetic developments in both American and international cinema of the period. From the decline of the studio system and the emergence of the 'New Hollywood' to the digital revolution; from the renaissance in Western and Eastern European cinemas to Latin American, Asian, and Middle Eastern cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. ENG 282 is crosslisted with FMS 251 and fulfills the general education global perspectives requirement.

ENG 284 Language of Film Analysis 3 Credits

Provides students with the fundamentals necessary for achieving beginning proficiency in methods of cinema studies scholarship. The course provides an in-depth introduction to concepts of film analysis, theory, and history, as well as to the field of cinema studies as an academic discipline. Through close analysis of selected films and readings, students will examine the various and complex ways in which formal elements shape meaning. Students also will study key concepts in film theory, applying these concepts as a further means of understanding the ways in which film positions viewers and mediates ideology. Required of all English majors and minors with a cinema studies concentration. ENG 284 is crosslisted with FMS 284.

ENG 285 American Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in American cinema as it grew from the days of one-reel silent shorts exhibited in storefront theaters through the days of studio productions exhibited in lavish picture palaces and featuring iconic stars the system manufactured and promoted. From the inception of sound and color, to the later development of lightweight equipment that freed filmmakers from the confines of the studio, from the "golden age" to the gradual decline of the Hollywood studio system in the 1950s, we will study the lasting genres that grew out of the system, the filmmakers who flourished and those who rebelled against the system, and the ground-breaking films that established the American film industry as a dominant force within the world. ENG 285 is crosslisted with FMS 252.

ENG 286 American Film History: 1961 to Present 3 Credits

Examines the transitions of Hollywood in the post-studio era— the rise of the 1960's-1970s New Hollywood and its ground-breaking films, the rise of the blockbuster as an industry standard; the responses of independent filmmakers and the avant-garde to blockbuster dominance; the transition from the Production Code to the ratings system, the move back to studio-owned theaters, and the emergence of digital cinema and CGI. We will look at how genres are being redefined, how major filmmakers are re-shaping their work to fit 21st century demands, how "gaming," YouTube, and other media sources are altering the very definition of cinema. ENG 286 is crosslisted with FMS 253. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

ENG 290 The Short Story 3 Credits

Presents the development of the short story from the 19th century to the present with an emphasis on the techniques of plot, setting, characterization, theme, and point of view. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENG 295 Human Relationships in Literature (HONORS) 3 Credits

Through in-depth analysis of significant pairs of literary works from a variety of time periods, students in this honors course will study the dynamics of human relationships as they are presented in literature. Emphasis will be on portrayal of interpersonal relationships as inflected by conventions, constraints, and taboos. Social and psychological theories will complement esthetic and formal analysis of fiction, drama, poetry, and film. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): 3.3 GPA.

ENG 303 Creative Writing: Poetry 3 Credits

A workshop analyzing the techniques of poetic expression, with a focus on the student's original experiments in traditional and contemporary verse forms.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 304 Creative Writing: Fiction 3 Credits

Students write original fiction and analyze the techniques of writing fiction in discussion of both their own drafts and published examples of the form.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 305 Creative Writing: Nonfiction 3 Credits

A workshop in Creative Nonfiction (aka Literary Nonfiction or Narrative Nonfiction, abbreviated CNF) in which students will write and read different forms of memoir and essay, including Personal Essay, Lyric Essay, Travel Writing, Oral History, and Personal Profiles. Creative Nonfiction (CNF) tells true stories using the literary techniques of fiction-writing, such as building dramatic scenes, establishing suspense, and developing a narrative sequence of events, or plot. CNF employs vivid sensory detail and builds characters and scenes to enhance the reader's experience of the story. Challenging the traditional journalist's stance of objectivity and emotional distance from her topics, CNF writers often put themselves into their stories to create a voice of reflection. We'll talk about what types of creative license CNF gives writers, and also about the ethics of storytelling, especially when your story's characters are real, living people.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 306 Creative Writing: Drama 3 Credits

Examines cultural developments in the United States from the late 19th century to the present. Topics include popular culture, intellectual history, gender history, literary history, film, institutions like museums and department stores, subcultures and countercultures, popular commemorations like World's Fairs, and political culture. Some of the largest trends explored include the development of the modern culture of consumption, the urban landscape, and the polarization of cultural values.

ENG 311 Creative Writing: Playwriting 3 Credits

A workshop teaching and analyzing how students write for the stage that pays particular attention to the demands of the genre. Through reading and writing assignments, students will discuss and analyze the development of their own dramatic scripts for theatrical performance. A portfolio of revisions will serve as a final for the course.

ENG 312 Creative Writing: Screenwriting 3 Credits

A workshop teaching and analyzing how students write for the screen, both television and film, that pays particular attention to the demands of the genre. Through reading and writing assignments, students will discuss and analyze the development of their own dramatic scripts for production. A portfolio of revisions will serve as a final for the course.

ENG 313 Creative Writing: Experimental Writing 3 Credits

A creative writing workshop dedicated to developing a wider range of literary techniques. For the purposes of this course, Experimental Writing is defined as writing that departs – in form, structure, or style – from the conventions of literary realism. Students will demonstrate proficiency in writing and reading experimental fiction, nonfiction, and poetry, with an emphasis on experimental narrative techniques such as metafiction, magic realism, the unreliable narrator, multi-genre and hybrid forms (works that blur the lines between poetry and prose, for example), nonlinear storytelling, fragmentation, and poetic techniques such as found text and readymades, self-imposed constraints, and the collage or mashup.

Prerequisite(s): ENG 206.

ENG 315 Topics in Specialized Writing 3 Credits

A workshop in which students will write on specialized topics chosen by the instructor.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 316 Theories of Writing & Tutoring 3 Credits

A workshop on writing and tutoring theory for students interested in becoming writing tutors or teachers.

Prerequisite(s): minimum GPA 3.0, sophomore standing, and permission of the instructor.

ENG 318 Food Writing 3 Credits

Food Writing is a thematically based course in essay writing. It develops students' ability to write effective informal prose while also extending their knowledge about food sources, preparation, and consumption. They learn through readings and exercises, however, that food writing is about more than food. It encompasses the pleasures of the table, history, culture, science, and politics.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 321 Workplace Writing 3 Credits

Students practice writing effectively to achieve specific purposes in typical business and professional workplace environments. Genres include various kinds of internal and external communication, including print and social media, for a range of audiences.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 322 Workplace Writing: Grant Proposals, Fundraising and Development 3 Credits

Students employ their analytical and writing skills to research and write grants for non-profit organizations in their local or regional communities. Fundraising and development activities on behalf of area organizations introduce them to career opportunities in this growing field.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 323 Workplace Writing: Reviewing and Publishing 3 Credits

Students learn to write arts and literary criticism through studying the work of prominent critics in literature, theatre, film, dance, visual arts, and music. Students learn how to market themselves as potential reviewers for print and online publications.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 324 Workplace Writing: Online Contexts 3 Credits

This course will help students adapt their writing to online environments. A writing-intensive course grounded in rhetorical principles, it focuses upon planning, writing and producing online texts distributed entirely through virtual portals. Genres include E-mail, instant messages, text messages, blogs, wikis, workplace social-media, and online team collaborations.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 331 Medieval Literature 3 Credits

A seminar in Old and Middle English authors, such as Bede, Chaucer, and Kempe, and texts, such as Beowulf, moralities, and mystery cycles. Students may be introduced to linguistic issues, historical and political concerns and critical topics such as literacy, canon formation, and gender.

ENG 332 British Literature, 20th-Century to Present 3 Credits

A seminar on literature in the United Kingdom from 1900 to the present, emphasizing formal experiments as well as historical contexts, and including such writers as Joyce, Woolf, Beckett, Rhys, Eliot, and Ishiguro.

ENG 333 16th-Century Literature 3 Credits

A seminar on Renaissance literature including such writers as More, Wyatt, Surrey, Spenser, Sidney, Shakespeare, and Marlowe.

ENG 335 17th-Century Literature 3 Credits

A seminar on literature in England from 1600 to 1660, including such writers as Donne, Jonson, Browne, Herbert, and Marvell.

ENG 336 Grammar and Style 3 Credits

By building a comprehensive knowledge of the conventions of English grammar, punctuation and syntax, students will learn how to analyze the way words, phrases, sentences, and paragraphs work in expert writing, and they will apply this knowledge to their own writing. Emphasis is on argument, exposition, and analysis.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 337 Global Literature 3 Credits

A study of the recent literature, in English, of one or more writers whose cultural identification is with one of the former colonies of the British Empire, as it was defined at the beginning of the 20th century. Literature in the English language, written by authors of African, Caribbean, Pacific Island, East Asian, or South Asian cultures may be included.

ENG 340 Restoration & 18th Century Literature 3 Credits

An exploration of literature in England from 1660 to 1800, including such writers as Astell, Pope, Finch, Swift, Defoe, Fielding, Johnson, and Wollstonecraft.

ENG 344 Biblical and Classical Influence in Literature 3 Credits

This course surveys biblical and classical influences on western literature from Shakespeare to Atwood. Its primary objective is to introduce selections from the Old and New Testaments, Homer, Aeschylus, Sophocles, Ovid, and Dante so that you may recognize and appreciate references and allusions to these stories - their enduring influence - in early modern literature and culture.

ENG 345 Romantic Literature 3 Credits

A seminar on literature in England from 1780-1830, emphasizing a close study of the poetry of Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats, as well as important novelists and female poets of the period.

ENG 346 Victorian Literature, 1830-1900 3 Credits

A seminar on literature in England from 1830 to 1900, emphasizing close study of the literary culture, including such writers as Dickens, Browning, Mill, and Ruskin.

ENG 347 20th-Century British Literature 3 Credits

A seminar on literature in the United Kingdom from 1900 to 1960, emphasizing formal experiments as well as historical contexts, and including such writers as Joyce, Woolf, Beckett, Rhys, Delaney, and Eliot.

ENG 348 Contemporary British Literature 3 Credits

A study of contemporary literature written in English after 1945, in the U.K. and elsewhere, by writers of British, Irish, Scots, Welsh, and other cultural traditions. Poetry, fiction, literary essays, and drama will be included.

ENG 350 Sex and Sin in Early American Literature 3 Credits

A seminar on literature in the United States from its beginnings to 1800, emphasizing the changing and conflicted nature of religious beliefs and sexual identities in Early America. Students will read and analyze diverse literary genres including diaries, letters, essays, novels, short stories, poems, and sermons.

ENG 351 19th-Century American Literature 3 Credits

A seminar on literature in the United States from 1800 to 1900, emphasizing literary genres and the definition of an American literature as distinct from English literature.

ENG 353 Contemporary American Literature 3 Credits

A seminar on American literature from 1945 to the present.

ENG 354 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 355 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 356 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 357 American Literature, 20th century to Present 3 Credits

"A seminar on American literature from 1900 to the present, including such writers as O'Neill, Hemingway, Faulkner, Richard Wright, Stevens, Moore, and Williams, and Morrison."

ENG 361 Selected Topics in English 3 Credits

Exploration of special topics, themes or methodologies in English. This course may be repeated for credit on different topics.

ENG 362 The Novel 3 Credits

A close reading of novels from various historical periods and cultures.

ENG 363 The Drama 3 Credits

A close reading of drama, with attention to cultural contexts and the genres of tragedy and comedy.

ENG 364 The Poem 3 Credits

A close reading of poetry, with attention to historical periods and poetic genres.

ENG 365 Short Fiction 3 Credits

A close reading of short fiction from a variety of cultures, with attention to the various genres of short fiction: short-short, short story, long story, and novella.

ENG 371 Classics of Children's Literature 3 Credits

An analytic study of classic and contemporary literature for children. Students will be introduced to a variety of critical approaches, including psychoanalytic, social/historical and feminist. The course may be of particular interest, but is not restricted, to students majoring in education or psychology.

ENG 372 Children's Literature: The Adolescent Experience 3 Credits

A study of enduring literature examines how exemplary writers chronicle the challenges of growing up. Texts may include influential Young Adult fiction, classics such as *The Catcher in the Rye* and *To Kill a Mockingbird*, and contemporary fiction by important writers who focus on the relevant themes.

ENG 375 Literature and Sexuality 3 Credits

The study and application of theories of gender and sexuality in various periods of British and/or American literature. Possible course topics include the literature of AIDS, the literary history of sexuality, Gothic literature and sexuality, colonialism and desire, and sensibility and sexuality in the later 18th century.

ENG 381 Studies in Film Genre 3 Credits

Provides an in-depth examination of a variety of film genres (such as the gangster film, the western, the musical, the screwball comedy, the science fiction film, and the horror film, among others), to be examined through the perspective of film genre theory. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing specific genres, and will trace the development of those genres within the dual contexts of the film industry and cultural ideology. Note: This course is cross-listed as FMS 381.

ENG 382 Comparative Film Directors 3 Credits

Provides an in-depth comparative study of major American, international, independent and avant-garde filmmakers. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing the work of individual directors and will draw meaningful comparisons among directors sharing similar aesthetic and thematic approaches. Students will trace the artistic development of directors through their careers, assessing individual works in the context of film criticism and theory, and in the context of multi-layered intertextual influences. Note: This course is cross-listed as FMS 382.

ENG 383 Global Cinemas 3 Credits

Provides an in-depth study of the history and defining characteristics of national cinemas. Through close analysis of selected films and readings, students will examine the general movements within the history and development of various national cinemas, with attention to film historiography when considering how patterns are to be viewed in light of the culture, politics, and history of a particular producing nation. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as FMS 383.

ENG 384 Film Adaptation 3 Credits

Provides an in-depth study of intertextual influence, as film enters into "dialogue" with various literary forms. Through close analysis of selected films and various forms of literature-including novels, graphic novels, short stories, plays, poetry, and journalism- students will study the aesthetic specificity of both film and literary genres and will analyze the transformative qualities at play when a work is adapted from page or stage to screen. Note: This course is cross-listed as FMS 384.

ENG 400 Creative Writing: Advanced Creative Writing 3 Credits

An advanced workshop in creative writing.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 405 Advanced Prose Style 3 Credits

Students analyze prose styles in English from the Renaissance to the present, focusing on the development of syntax, diction, and content. Students will be encouraged to imitate stylistic models and to develop their own prose style.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 407 Advanced Workplace Writing 3 Credits

Students will learn to adapt their writing skills to match specialized writing needs in publishing; corporate and personal finance; health, medicine, science, and technology. This course helps students build a portfolio and introduces them to corporate and freelance writing opportunities in our NJ/PA/NY area.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 411 History of the English Language 3 Credits

A seminar on the historical development of the English language, including phonetics, diversity, and present-day usage.

ENG 425 Seminar in Shakespeare 3 Credits

A seminar on Shakespearean drama and poetry.

ENG 435 Seminar In Milton 3 Credits

A seminar on Milton's lyric poetry, *Samson Agonistes*, *Paradise Lost*, and prose.

ENG 441 Seminar in American Literature 3 Credits

A seminar focusing on literature by one writer or by a small group of writers.

ENG 443 Seminar in Literary Modernism 3 Credits

A seminar on literature from 1900 to 1940, by British, Irish, and American writers such as Hardy, Yeats, Woolf, Joyce, Eliot, Williams, Hurston, and Faulkner.

ENG 445 Seminar in Black/Multi-Ethnic Literature 3 Credits

A seminar focusing on literature by black, Native American, Hispanic, Asian American and first-generation immigrant writers.

ENG 455 Seminar in Chaucer 3 Credits

An examination of Geoffrey Chaucer's writings from a number of critical perspectives, including close reading of the texts in Middle English, context and history, gender and sexuality, linguistics, and paleography and codicology.

ENG 465 James Joyce 3 Credits

This course will offer advanced English majors an in-depth exploration of the fiction of James Joyce with a particular focus on Joyce's novel *Ulysses*, considered one of the most (if not the most) important novels written in the twentieth century. Through a carefully scaffolded reading of Joyce's challenging work, students will explore the technical, aesthetic, and social innovations of modernist fiction and its contemporary and continuing cultural impact; recognize and articulate classical, biographical, and cultural influences on Joyce's work; and understand how editors, publishers, critics, and readers contribute to the production of seminal works of literature.

ENG 484 Seminar in Cinema Studies 3 Credits

Provides an in-depth study of areas central to discussion and debate in the field of cinema studies (such as film violence, cinema censorship, feminism and film, post-colonial cinema, African-American cinema, blaxploitation, The French New Wave, and Italian Neorealism, among others). Through close analysis of selected films and readings, students will examine the impact of specialized influential movements in film history and in film theory and criticism. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as FMS 484.

ENG 485 Cinema Studies for Teachers 3 Credits

Designed for teachers and education students who (will) use film in their classrooms, ENG 485 provides approaches to teaching basic film analysis; approaches to helping students recognize the permeable boundaries between film, culture, and ideology; and approaches to understanding selected issues crucial in cinema studies as a field of scholarly study. The course provides teachers and prospective teachers with various methodological approaches and flexible uses of fiction and documentary films across the curriculum, whether to supplement or reinforce existing curricula or in stand-alone courses devoted to the study of film.

ENG 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. To count toward the Certificate in Workplace Writing, an ENG 490 project must focus on workplace-related writing and be structured to include substantial formative feedback and revision. No more than one ENG 490 may be counted toward the certificate.

Prerequisite(s): completion of composition requirements or permission of instructor.

ENG 491 Internship in Writing and Publishing 1-6 Credits

Students work under the supervision of English faculty and on-site supervisors to complete real-world assignments in writing, publishing, and cinema studies. Their performance is assessed by professional standards. A minimum of 48 hours of field work per credit is required. Students report to faculty and on-site supervisors regularly, submit all work required by on-site supervisors, maintain a log, and complete a final report. Three credits required to count toward English writing concentration. Restricted to juniors and seniors.

ENG 497 Advanced Study 3 Credits

Qualified majors may apply for honors in their senior year. Upon approval from the department of English, a candidate for honors enrolls in Advanced Study, writes a thesis, and submits it for departmental approval. The student must achieve a course grade of "B+" or better to be graduated with honors in English.

Prerequisite(s): senior standing; 3.5 GPA in English; 3.25 cumulative GPA.

Environmental Sciences (ENV)

ENV 100 Introduction to Environmental Sciences 4 Credits

Examines how ecosystems function, with emphasis on the interactions between biological organisms and their physical environment, and the chemical processes that govern these interactions. The impact of human populations on natural ecosystems is investigated in detail using case studies from history and current events. The laboratory provides for hands-on experiences and/or short field trips to local sites for a better understanding of many of the concepts discussed. Weekday and weekend field trips may be required. Three hours of lecture and one three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): ENV 100L.

ENV 100L Introduction to Environmental Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 100.

ENV 110 Future of Natural Resources 4 Credits

In this combined lecture and lab-based natural science course, students study the future of selected natural resources (e.g. water, fisheries, mineral resources) through readings, classroom activities, lectures and lab exercises about relevant science concepts, and research projects. The course work includes a study of the scientific process and how it can contribute to solutions to contemporary issues. Students monitor and reflect on how their experiences in class mimic the scientific process. Topics covered will include factors that influence real world decisions made about exploiting natural resources (e.g. political, economic, ethical factors). During the six hours of class meetings each week, lecture and lab components will be integrated. Field trips will be required. The course may be linked to an introductory political science course, however the design of each course will enable students to enroll in just one of the linked courses without experiencing any disadvantages to their success in either course. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

ENV 110L Future of Natural Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 110.

ENV 200 Statistical and Computer Applications in the Natural Sciences 4 Credits

This course introduces important statistical concepts, their application, and the usage of computer technology relevant to biological, environmental, geological, and marine problems. Students will learn various graphical and statistical techniques and how to execute them on personal computers. The curriculum emphasizes the integrated nature of these techniques and their importance to meaningful data evaluation and representation. Laboratory exercises are designed to emphasize useful solutions to problems found in many scientific disciplines using computer-based methodologies. Three hours of lecture and one three-hour lab per week.

Corequisite(s): ENV 200L.

ENV 200L Statistical and Computer Applications in the Natural Sciences Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): ENV 200.

ENV 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as GLS 205. Students may not receive credit for both ENV 205 and GLS 205.

ENV 220 Weather and Climate Change 3 Credits

This course introduces students to the concepts of weather and climate change. These concepts frame a continuum from short-term or daily changes in the atmosphere (meteorology) to those changes averaged over much longer periods of time (climatology). Students will learn the fundamentals of weather forecasting, the causes of natural variation in the Earth's climate, and the impact of human actions on the Earth's climate. Connections will be drawn to other current issues in the Earth system, including land use change, biodiversity, and pollution. Three hours of lecture per week.

Prerequisite(s): GEO 100 or permission of instructor.

ENV 290 Directed Research and Study in Environmental Sciences 1-4 Credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the environmental sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in weekly meetings with the instructor, and communicating the findings by writing a final project report.

ENV 340 Environmental Field Methods and Data Analysis 3 Credits

This course will provide students with practical experience in field methods and data analyses within the environmental sciences. The course will include advanced activities incorporating field-based exercises, GIS analyses, statistical analyses, and database management. Students will also complete an independent project focused on a relevant topic. Local field trips during lab and on weekends may be required.

Prerequisite(s): MTH 105, GEO 100, GEO 102, and ENV 100; or Permission of Instructor.

ENV 350 Principles of Environmental Toxicology 3 Credits

A comprehensive description of the important principles of toxicology, including the absorption, distribution, metabolism, and excretion of toxic substances. Target organs systems will be discussed as well as mechanisms of carcinogenesis and teratogenesis. Specific groups of toxins to be discussed include: pesticides, metals, radiation, solvents and vapors, and plant and animal toxins. Three hours of lecture per week.

Prerequisite(s): BCH 225 or CHE 211, BIO 115 or BIO 117.

ENV 375 Environmental Biogeochemistry 3 Credits

This course examines the biogeochemical interactions among various environmental components, including water, rock, soil, organisms, and atmosphere. Covered topics focus on the relation between the biosphere and changes in the Earth's environment and atmosphere. The transfer of energy and nutrients within terrestrial ecosystems also is explored. Case studies from various examples will be used to understand ecosystem dynamics. Long-term environmental change and present-day ecosystem restoration activities are examined in the context of biotic offsets and land-use planning. The biogeochemical cycles of some environmentally sensitive compounds and elements in natural systems, such pesticides, mercury, and lead, also may be examined. Three hours of lecture per week.

Prerequisite(s): GEO 100 or GEO 113, CHE 120, CHE 121, CHE 122, CHE 123.

ENV 480 Senior Thesis 3 Credits

A senior thesis is optional for environmental science majors. However, a senior thesis is required for eligibility to graduate with honors in environmental science. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the geosciences major and permission of instructor.

ENV 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

ENV 491 Internship in Environmental Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

European Area Studies (EUR)**EUR 250 Intro to European Area Studies 3 Credits**

This multi-disciplinary course introduces students to European Area Studies, and focuses upon how Europe has been conceptualized as a social, cultural, economic and political entity. Subjects surveyed through materials drawn from multiple disciplines and media include geography, ecology and climate; principal language systems and their development; historical, political and economic developments from antiquity to the modern era; architecture, city development and design; contemporary cultural life; and the formation and organization of the European Union. Required foundation courses for the European Area Studies minor.

Film and Media Studies (FMS)**FMS 250 Global Film History: Origins to 1960 3 Credits**

Examines major technological and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From silent comedy and melodrama to German Expressionism and Soviet activist cinema; from French poetic realism and Italian Neo-realism to Hollywood sound cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. FMS 250 is cross-listed with ENG 281 and This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

FMS 251 Global Film History: 1961 to Present 3 Credits

Examines major technological, industrial, and aesthetic developments in both American and international cinema of the period, with an emphasis on global cinema. From the decline of the studio system and the emergence of the "New Hollywood" to the digital revolution; from the renaissance in Western and Eastern European cinemas to Latin American, Asian, and Middle Eastern cinema, this course will survey and assess the impact of influential movements, major film artists, and groundbreaking films of the period. FMS 251 is cross-listed with ENG 282 and this course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

FMS 252 American Film History: Origins to 1960 3 Credits

Examines major technological and aesthetic developments in American cinema as it grew from the days of one-reel silent shorts exhibited in storefront theaters through the days of studio productions exhibited in lavish picture palaces and featuring iconic stars the system manufactured and promoted. From the inception of sound and color, to the later development of lightweight equipment that freed filmmakers from the confines of the studio, from the "golden age" to the gradual decline of the Hollywood studio system in the 1950s, we will study the lasting genres that grew out of the system, the filmmakers who flourished and those who rebelled against the system, and the ground-breaking films that established the American film industry as a dominant force within the world. FMS 252 is cross-listed with ENG 285.

FMS 253 American Film History: 1961 to Present 3 Credits

Examines the transitions of Hollywood in the post-studio era— the rise of the 1960s-1970s New Hollywood and its ground-breaking films, the rise of the blockbuster as an industry standard; the responses of independent filmmakers and the avant-garde to blockbuster dominance; the transition from the Production Code to the ratings system, the move back to studio-owned theaters, and the emergence of digital cinema and CGI. We will look at how genres are being redefined, how major filmmakers are re-shaping their work to fit 21st century demands, how "gaming," YouTube, and other media sources are altering the very definition of cinema. FMS 253 is cross-listed with ENG 286.

FMS 260 Great Performances in Film 3 Credits

Examines major accomplishments in film acting from the silent era to the present day. Students will acquire knowledge of the historical and critical contexts and the artistic vocabulary necessary to understanding, appreciating and assessing screen performances in a range of genres—from comedy and the musical, to the melodrama, psychological thriller, and "hard-boiled" film noir. Students will be asked to read, evaluate, and analyze film performance texts, as well as to research and write about performances in numerous films.

FMS 284 Language of Film Analysis 3 Credits

Provides students with the fundamentals necessary for achieving beginning proficiency in methods of cinema studies scholarship. The course provides an in-depth introduction to concepts of film analysis, theory, and history, as well as to the field of cinema studies as an academic discipline. Through close analysis of selected films and readings, students will examine the various and complex ways in which formal elements shape meaning. Students also will study key concepts in film theory, applying these concepts as a further means of understanding the ways in which film positions viewers and mediates ideology. Required of all Film and Media Studies minors. FMS 284 is cross-listed with ENG 284.

FMS 286 Writing Short Screenplays for Digital Cinema 3 Credits

Writing Short Screenplays for Digital Cinema will focus solely on the creation of a short screenplay for digital film. The course will ask that students conceive of and execute a viably producible screenplay, shooting script, and industry pitch for the modern market.

FMS 300 Special Topics in Film and Media Studies 3 Credits

Courses in specialized and interdisciplinary areas of Film and Media Studies explore all three phases of the media experience: the industry that produces, distributes and exhibits; the textual products themselves; and audience reception of these products. FMS 300 Special Topics in Film and Media Studies courses will focus on each of the phases individually and/or on intersections of all three phases. Special topics courses will devote attention to the relationship of film to both traditional as well as new media; the relationship of film to the other arts; the relationship of film to the ancillary products and industries it both creates and depends upon for financial profit; and the relationship of film as an industry and institution to the various cultural institutions film and media texts routinely represent.

FMS 340 Film and Media Audiences 3 Credits

Provides students with the fundamentals necessary for understanding media audiences and reception within the interdisciplinary framework of film and media studies. The course introduces students to the field of audience and reception studies, including theory, empirical scholarship and history. Students will learn about who composed audiences, how they behaved, how they responded to the medium and the texts it delivered, how they interpreted what it meant to be an audience, how audiences were defined and treated by others, both today and historically. This will include audiences of movies, radio, television and news media.

FMS 342 Artists of the Cinema 3 Credits

Provides the opportunity to delve into the work of an individual film artist (whether a director, producer, screenwriter, cinematographer, costume designer, art director, musical composer, actor) or to examine a creative team (various combinations of a director, actor, cinematographer, screenwriter) that has collaborated in producing a series of films together. The course will pose the daunting question: Who is the author of the film? Even when studying individual artists, we will explore the influences and the working relationships that have shaped their work, and we will look outward to the way in which they have influenced other artists of their own generation and beyond.

FMS 381 Studies in Film Genre 3 Credits

Provides an in-depth examination of a variety of film genres (such as the gangster film, the western, the musical, the screwball comedy, the science fiction film, and the horror film, among others), to be examined through the perspective of film genre theory. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing specific genres, and will trace the development of those genres within the dual contexts of the film industry and cultural ideology. Note: This course is cross-listed as ENG 381. Students may not get credit for both ENG 381 and FMS 381.

FMS 382 Comparative Film Directors 3 Credits

Provides an in-depth comparative study of major American, international, independent and avant-garde filmmakers. Through close analysis of selected films and readings, students will define the aesthetic and thematic patterns characterizing the work of individual directors and will draw meaningful comparisons among directors sharing similar aesthetic and thematic approaches. Students will trace the artistic development of directors through their careers, assessing individual works in the context of film criticism and theory, and in the context of multi-layered intertextual influences. Note: This course is cross-listed as ENG 382. Students may not get credit for both ENG 382 and FMS 382.

FMS 383 Global Cinemas 3 Credits

Provides an in-depth study of the history and defining characteristics of national cinemas. Through close analysis of selected films and readings, students will examine the general movements within the history and development of various national cinemas, with attention to film historiography when considering how patterns are to be viewed in light of the culture, politics, and history of a particular producing nation. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as ENG 383. Students may not get credit for both ENG 383 and FMS 383.

FMS 384 Film Adaptation 3 Credits

Provides an in-depth study of intertextual influence, as film enters into "dialogue" with various literary forms. Through close analysis of selected films and various forms of literature-including novels, graphic novels, short stories, plays, poetry, and journalism-students will study the aesthetic specificity of both film and literary genres and will analyze the transformative qualities at play when a work is adapted from page or stage to screen. Note: This course is cross-listed as ENG 384. Students may not get credit for both ENG 384 and FMS 384.

FMS 484 Seminar in Cinema Studies 3 Credits

Provides an in-depth study of areas central to discussion and debate in the field of cinema studies (such as film violence, cinema censorship, feminism and film, post-colonial cinema, African- American cinema, blaxploitation, The French New Wave, and Italian Neorealism, among others). Through close analysis of selected films and readings, students will examine the impact of specialized influential movements in film history and in film theory and criticism. Further, students will trace and evaluate the influence of selected film movements and issues upon both cinematic and critical practice. Note: This course is cross-listed as ENG 484. Students may not get credit for both ENG 484 and FMS 484.

FMS 490 Independent Study: Research and Creative Expression 1-4 Credits

FMS 490 Independent Study will allow Film and Media Studies minors to pursue specialized areas of study, research and/or creative work relevant to the field of Film and Media Studies in consultation and close collaboration with a Film and Media Studies faculty member.

FMS 491 Internship in Film and Media Studies 1-4 Credits

FMS 491 Internship in Film and Media Studies will provide approved juniors and seniors minoring in Film and Media Studies with the opportunity to gain practical experience through work in various outside film and media-related publications, businesses, organizations, and production companies.

Finance (FIN)

FIN 200 Managing Your Money 3 Credits

An introduction to the analysis of a wide range of financial decisions which individuals encounter over their careers and lifetime. Topics include financial goals, tax planning, home ownership versus renting, consumer credit, money management and investments, and managing risk with insurance. This course is open to all Rider students, and it counts as a free elective or a business elective. It cannot be used as finance elective.

FIN 220 Introduction to Finance 3 Credits

An introduction to the environment, concepts, and techniques of financial management. Topics include forms of business organization, taxes, analysis of financial performance, financial planning, financial markets and interest rates, time value of money, bond and stock valuation, risk and return, capital budgeting, cost of capital, and international financial management.

Prerequisite(s): ACC 210 and ECO 201.

FIN 305 Personal Financial Planning 3 Credits

This course focuses on practical issues and problems involving personal financial budgeting, use of credit, selection of banking services, insurance needs, real estate, investments, tax planning, and retirement planning. An important objective of the course is to provide the student with the tools that are utilized in making personal financial decisions and how to apply those tools for a variety of financial needs.

Prerequisite(s): FIN 220.

FIN 307 Financial Markets & Institutions 3 Credits

This course provides an introduction to the organization and behavior of financial markets and institutions in the economy. The factors determining security prices and interest rates in the money and capital markets are analyzed. An overview of all major financial institutions is presented. In addition, market returns, the regulatory environment, and monetary policy are examined.

Prerequisite(s): FIN 220 or concurrent with FIN 220.

FIN 308 International Finance 3 Credits

Financial management in the international environment. Topics include balance of payments, foreign exchange markets, arbitrage, hedging of currency risk, country risk management, and the evaluation of foreign investment opportunities.

Prerequisite(s): FIN 220.

FIN 309 Intermediate Corporate Finance 3 Credits

This course builds on and extends the concepts of financial management learned in FIN 220. The course examines long-term corporate financing and investment decisions and how those decisions interface with each other. Topics covered include: cost of capital, financial planning and analysis, capital budgeting, capital structure and dividend policy.

Prerequisite(s): FIN 220.

FIN 312 Investments 3 Credits

The fundamentals of investing in stocks, bonds, and other negotiable instruments are covered. Major topics include trading on securities markets, mutual funds, international investing, margin accounts, short sales, determinants of securities prices, and investment risks. Stock options, financial futures, convertible securities, and implications of taxes on investment decisions are also discussed.

Prerequisite(s): FIN 220.

FIN 315 Financial Modeling 3 Credits

Provides instruction in computer use beyond what is available in other finance courses. Topics include more sophisticated applications of computers in financial management, investments, and other areas of finance and business. Students work on cases and projects which require more advanced usage of spreadsheets and other software and databases.

Prerequisite(s): CIS 185 and FIN 220.

FIN 330 Corporate Cash Management 3 Credits

This course is designed for business students seeking an understanding of modern principles and techniques for corporate treasury management. The course material is useful for finance, accounting, and banking professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multinational cash management, and other related topics.

Prerequisite(s): FIN 220.

FIN 340 Risk Management 3 Credits

This course examines the risk management process as applied to the firm as a whole. It integrates the management of all risks facing the firm: strategic, financial, hazard, and operational. Techniques for identifying risk, measuring and analyzing it, and selecting an appropriate treatment will be explored.

Prerequisite(s): FIN 220.

FIN 350 Entrepreneurial Finance 3 Credits

This course covers the techniques for acquiring financial resources as a firm advances through successive business stages: seed, start-up, struggling, growing, and stable. In addition, it examines recent trends in credit markets and the latest financial innovations as they impact the process of financing the venture's growth.

Prerequisite(s): FIN 220.

FIN 360 Fixed Income and Derivatives 3 Credits

This course centers on the quantitative portion of the Chartered Financial Analyst (CFA) level 1 curriculum, which includes materials on fixed-income risk and return, fundamentals of risk analysis, derivative instruments and risk management applications of option strategies. The goal is to help students prepare for the exam, as well as introduce them to a variety of topics in finance.

Prerequisite(s): FIN 312.

FIN 370 Financial Analysis and Ethics 3 Credits

This course covers the topics of financial reporting and analysis and related ethical issues. The course would benefit students interested in augmenting their ability to understand, analyze and apply the information in financial statements. It provides essential knowledge for students seeking either the Certified Management Accountant (CMA) or Chartered Financial Analyst (CFA) certifications. Specifically, the course covers the Ethics and Professional Standards of the CFA curriculum, and materials on financial reporting quality and financial statement analysis. Course goals are to help students prepare for the certification exams, as well as introduce all interested students to a variety of topics in financial analysis and ethics.

Prerequisite(s): FIN 312 or POI.

FIN 380 Real Estate 3 Credits

Real estate finance and related subjects in real estate are examined. Topics include measuring cash flows and taxes, valuation methods for real estate investment decisions, location and value in real estate, home ownership, legal matters, and financing methods and techniques.

Prerequisite(s): FIN 220.

FIN 399 The Co-Operative Experience 6 Credits

The co-op program provides students with an opportunity to work full-time in a company and apply what they have learned in their finance and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first step before they hire full-time employees. Eligible students include finance majors with at least junior status, a minimum overall GPA of 3.0, and a minimum GPA of 3.0 in any finance coursework completed prior to the submission of the co-op application. Co-op credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): FIN 220.

FIN 412 Investment Analysis 3 Credits

Real-world application of the concepts and techniques of investment analysis and portfolio theory introduced in FIN 312. Students interact with and make recommendations to professional portfolio managers. Topics include analysis and forecasts of business conditions, market interest rates, international opportunities, and corporate profits. Emphasis is placed on the valuation of securities, stock selection, investment timing, technical analysis, and management of portfolio risk with options, futures, and other tools.

Prerequisite(s): FIN 312 or permission of instructor.

FIN 469 Special Topics in Finance 3 Credits

This course is occasionally offered, with the topics and prerequisites set by the finance program.

FIN 490 Independent Study: Research and Creative Expression 3 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation. This course can be used as a business or free elective, but with prior approval it can also be used as finance elective.

FIN 491 Finance Internship 1-3 Credits

The internship offers qualified junior and senior finance majors supervised employment with participating companies. The internship may be taken during the fall or spring semester or during the summer session. Students are evaluated periodically by senior staff members of the participating firms and are required to complete a term paper that will be reviewed by the major's internship director. Internship credits can be applied toward business or free elective requirements but not toward finance elective requirements for majors. Grading is on a pass/fail basis.

Prerequisite(s): permission of instructor.

Fine Arts (ART)

ART 103 Fundamentals of Drawing 3 Credits

An intensive study of drawing techniques in charcoal, pencil, and pen and ink.

ART 104 Survey of Art History I 3 Credits

The history of Western art, architecture, sculpture, painting from prehistoric times through the Middle Ages, emphasizing the relation between the arts and ideas of each period.

ART 105 Design 3 Credits

Basic concepts of composition, form, texture, value, and color in two-dimensional design are explored.

ART 106 Survey of Art History II 3 Credits

The history of Western art, architecture, sculpture, painting from the Renaissance to the present, emphasizing the relation between the arts and ideas of each period.

ART 120 Art and Society 3 Credits

Masterpieces of architecture, painting, and sculpture are related to their historical periods, providing an appreciation for and understanding of the vital interaction of art and society.

ART 199 Arts in Contemporary Civilization 3 Credits

An integral study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama. Spring.

ART 201 Art of the Ancient World 3 Credits

The arts of ancient man from prehistoric times to the fall of the Roman Empire.

ART 204 Fundamentals of Painting 3 Credits

Introduces students to the materials and techniques of oil or acrylic painting. Emphasis on experimentation and the development of individual expression in a variety of subject matters.

Prerequisite(s): ART 103 or concurrently.

ART 207 Medieval and Renaissance Art 3 Credits

A study of the major monuments of architecture, painting, and sculpture created in Western Europe between 300 and 1600. Particular emphasis on the history of Christian art, from its beginnings in the Roman catacombs, to the great monasteries and cathedrals of the High Middle Ages, to the revival of ancient Roman grandeur and forms in the Renaissance.

ART 209 Art of the Baroque 3 Credits

The art of the 17th century in southern and northern Europe.

ART 214 American Art 3 Credits

The development of the arts from colonial America to World War I. Discusses major economic, social, and political factors that influenced the course of American art history.

ART 227 Gallery Management 3 Credits

Designed to provide students with the experience of working in all aspects of art gallery management. It is intended for students regardless of their major who wish to add the dimension of art to their college experience through direct hands-on curatorship of the Rider Art Gallery.

ART 230 Three-Dimensional Design 3 Credits

Beginning problems in traditional sculptural materials (clay, wood, stone) and design-construction in mixed media.

ART 303 19th Century Art 3 Credits

An in-depth study of the major art movements in 19th-century Europe, from Neoclassicism to Postimpressionism.

ART 304 Drawing II 3 Credits

Studies the art of drawing beyond the introductory level with an emphasis on greater self-expression, advanced technical skills, and a variety of drawing media.

Prerequisite(s): ART 103.

ART 305 Intermediate Painting A-B-C 3 Credits

Studio courses designed to expand the student's creative experience in painting with emphasis of greater self-expression. Students will be presented with specific painting projects that originate from conceptual or perceptual responses to reality (still life, landscape, figure) and to imagination (dreams, fantasy, invention). Class trips to galleries and museums are included. May be taken three times.

Prerequisite(s): ART 204.

ART 306 Art of the 20th Century 3 Credits

The major artists and movements in the history of 20th-century painting and sculpture from Postimpressionism. Slide lectures, class discussion, field trips.

ART 310 Figure Drawing and Painting 3 Credits

Students will draw and paint from various sources, including the live model, clothed and nude, to understand the structures, gestures, and psychological aspects of the human body in art.

Prerequisite(s): ART 103 and ART 204.

ART 335 Printmaking 3 Credits

A studio introduction to various traditional and contemporary relief printmaking techniques.

ART 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1 to 4 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

ART 491 Internship in Art 1-12 Credits

Provides junior or senior fine arts majors with concentrations in art with the practical experience of working with a museum or professional art gallery. Students must be sponsored by an art professor. For each academic credit, interns must work 48 hours for the semester or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

ART 492 Advanced Studio Workshop 3 Credits

Intensive course in various media for students working at an advanced level in studio disciplines. A high level of achievement is expected. May be taken more than once for credit.

Prerequisite(s): two upper-level studio courses.

ART 493 Special Topics in Studio Art 3 Credits

Study in drawing and painting of a particular style, such as abstraction or subject, such as still life; or particular aspects on a museum collection, such as the Metropolitan.

Prerequisite(s): ART 103 and ART 105 or Permission of Instructor.

ART 495 Selected Topics in Art History 3 Credits

An intensive study of a particular art history topic, e.g., a single artist, artistic center, or artistic medium. Slide lectures, class discussion, field trips, class reports. Topics to be announced.

ART 496 Fine Arts Internship 6-12 Credits**ART 499 Senior Honors Program 3 Credits**

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

Foreign Language and Literature Education (FLE)

FLE 320 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to general linguistics and basic contrastive study of English, French, German, and Spanish sounds, forms, and syntax. Students visit schools where they interview language learners and sample their speech for analysis. Applications of these studies are made to creating instructional materials and to teaching. Theories of language acquisition as well as factors affecting second language learning, including learning styles and personality, are studied. A rationale for communicative language teaching and learning is constructed. Note: This course is cross-listed as EDU 320. Students may not get credit for both FLE 320 and EDU 320.

FLE 420 Teaching a Second Languages 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolios and philosophy of second language teaching, prepare a thematic unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. Note: This course is cross-listed as SED 420. Students may not get credit for both FLE 420 and SED 420. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

Foreign Literature (LIT)

LIT 250 Masterworks of Western Literature I 3 Credits

Introduces the classical heritage and the development of a connected Western literary tradition as reflected in the classics of Western literature from the Greeks to the Renaissance. This course focuses particularly on the qualities, which make each work great. Works by Homer, Aeschylus, Sophocles, Euripides, Virgil, St. Augustine, Dante, and Shakespeare are read and discussed in English. Required for all foreign language majors.

LIT 251 Masterworks of Western Literature II 3 Credits

Introduces modern world literature and the further development of the Western literary tradition from the Enlightenment, through Romanticism, to the contemporary period. Major writers such as Moliere, Racine, Voltaire, Rousseau, Goethe, Tolstoy, Baudelaire, Yeats, Rilke, Ibsen, Mann, Kafka, and Borges are read and discussed in English. Required for all foreign language majors.

LIT 310 Russian Literature 988-1850 3 Credits

A reading and discussion of some of the greatest Russian writers of the first half of the 19th century. Writers include Pushkin, Lermontov, Gogol, Turgenev, and Tolstoy. Classes are in English. No knowledge of Russian required. Required for majors.

LIT 311 Russian Literature 1850-1917 3 Credits

A reading and discussion of some of the greatest Russian writers of the second half of the 19th century and early 20th century. Writers include Dostoevsky, Leskov, Chekhov, Bunin, Gorky, Blok, Bely, and Solzhenitsyn. Classes are in English. No knowledge of Russian required. Required for majors.

LIT 312 20th Century Russian Literature 3 Credits

A reading and discussion of some major Russian writers from 1917 to 1970. Writers include Akhmatova, Tsvetaeva, Babel, Bulgakov, Pasternak, Mayakovsky, and Evtushenko. Classes are in English. No knowledge of Russian required. Required for majors.

LIT 315 Tolstoy 3 Credits

Reading and discussion of selected works of Tolstoy including his fables; novellas, such as Master and Man and The Kreutzer Sonata; and either Anna Karenina or War and Peace. Classes are in English. No knowledge of Russian is required.

LIT 317 Dostoevsky 3 Credits

Reading and discussion of selected works of Dostoevsky, with special emphasis on Crime and Punishment and The Brothers Karamazov. Classes are in English. No knowledge of Russian required.

LIT 322 German Literature & Film in English Translation 3 Credits

Reading and discussion in English of German literary masterpieces and their film adaptations. The material varies from year to year, e.g., German-Jewish writers, German Romanticism, German literature to 1700, modern fiction, or 20th-century women's literature and film. No knowledge of German required.

LIT 325 The Folk Tale 3 Credits

Introduction to the study of folk tales from a literary point of view, to the place of folk tales in European culture, and to the contrast between folk tales and written fairy tales such as *Beauty and the Beast* and *Cupid and Psyche*.

LIT 330 Russian Culture 3 Credits

Readings highlighting both the uniqueness of Russian culture and the ways Russian culture has had the greatest impact on Western culture in general. The course is divided into topics such as folklore, religion, painting, music, ballet, and film. Readings from Russian literature will be used to illustrate significant aspects of Russian culture. Classes are in English. No knowledge of Russian is required.

LIT 340 Hispanic Literature & Film in English Translations 3 Credits

This course explores literary and cinematic masterpieces in English translation. Attention is focused on their relationship to the intellectual, artistic, and historical background of Spain, Latin America, and/or United States Latino cultures. No knowledge of Spanish is required. Open to Spanish majors, but no credit given toward the specific requirements of the major.

LIT 370 European Short Novel 3 Credits

Introduces students to the study of the novella as a distinct literary genre in Europe. Discusses various theories of the novella and the history of the novella in Europe. Will read and discuss such masterpieces of the novella as *O, The Queen of Spades*, *A Simple Heart*, and *Death in Venice*.

LIT 390 The Bible As Literature 3 Credits

This course takes a literary approach to the Bible: only one, of course, of the many possible approaches to this rich and fascinating text. Nevertheless this approach to the Bible is justified both because the Bible is a literary masterpiece and because such an approach provides a clear focus for students. Students will read and discuss selections from the three major divisions of the Bible: the Old Testament, the New Testament, and the Apocrypha. Students will also read famous stories such as Joseph and his Brothers, Moses and Exodus, Samson and Delilah, Jonah and the Whale, Susanne and the Elders, The Raising of Lazarus, and The Trial and Execution of Jesus.

French (FRE)

FRE 100 French I 3 Credits

Conversational French is taught through basic vocabulary and grammar building. Students will enjoy an immersion-style method emphasizing real-life situations and vocabulary in authentic cultural context, through an interactive textbook, videos, on-line resources, and oral/aural skill building using the technology in the Foreign Language Media Center to enhance learning. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): Placement test if French has been studied elsewhere.

FRE 101 French II 3 Credits

Building on learning in French I, students will begin to converse using more complicated grammatical structures within immersion-style classroom interactions. While the focus is still on conversation and aural skill building, composition skills receive greater emphasis. Students will enjoy an interactive textbook, Internet usage, and authentic videos shot on location in France. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): FRE 100 or placement test.

FRE 200 French III 3 Credits

This course builds on linguistic skills previously acquired through an emphasis on conversation and oral comprehension, and through vocabulary building. Grammar study is continued at a more advanced level, and students begin to read short passages focusing mainly on francophone culture and civilization. Film clips, Internet resources, and other computer-aided learning tools are used to create a dynamic immersion-style learning experience. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): FRE 101 or placement test.

FRE 201 French IV 3 Credits

While continuing the emphasis on aural/oral production and grammar and vocabulary building, short passages of greater complexity taken from literary texts, newspapers, and magazines will become the focus of conversation/composition activities. Technological resources will continue to enhance the immersion-style learning experience consistent with a course in advanced French. Successful completion of this course, or its equivalent, serves as a prerequisite for French courses at the 300 and 400 level. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): FRE 200 or placement test.

FRE 300 French Composition/Translation 3 Credits

An in-depth study of style, shades of meaning, and correctness of expression. Translation of business/professional/scientific/political texts will receive emphasis, and students will continue to perfect their writing skills, and review and improve advanced grammatical structures.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 301 French for Business 3 Credits

The fundamentals needed to survive in the French professional and business world are taught. Students will continue to perfect oral/written/aural skills while learning about the cultural climate within which these skills will be used. Students will learn how to prepare effective business/professional correspondence and, through role-playing activities, will use their knowledge in such real-life situations as interviewing, telephone conversations, and business meetings.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 305 An Introduction to French Literature 3 Credits

A chronological overview of the evolution of French literature from the chansons de geste into the 20th century. Study and interpretation of selected works, authors or literary movements through the Renaissance, the classical period, Enlightenment, romanticism, realism, naturalism to representative works by authors of our century from Proust to existentialism, the nouveau Roman, theatre absurde and beyond. Required for majors.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 400 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 311 French Culture 3 Credits

A study of modern France and French value orientations as they are rooted in tradition and history and continue to shape everyday life as well as institutions, social organizations, artistic expression, education, attitudes and human interaction. A comparative approach will examine the underlying differences between France and the United States. Classes are in English.

FRE 320 French Phonetics and Conversation 3 Credits

This course is an introduction to French phonetics and is designed to help students further develop their skills in speaking French accurately and fluently. The course requires students to learn basic linguistic symbols and the phonetic alphabet as a theoretical step toward improving articulation and pronunciation. Moreover, special emphasis will be placed on the development of vocabulary and of appropriate communication techniques to participate in discussions in French. The course will be a mix of lectures, class discussions, debates, face-to-face conversations, and role games requiring a strong active participation. Counts toward major and minor requirements.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 422 Cultural Expression in French Film and Television 3 Credits

A systematic analysis of selected French films and television broadcasts will reveal cultural value orientations as they relate to love, family, community, leisure, work, social, and political organization. A comparative approach will stress the underlying cultural differences between France and the United States.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 425 Portrait of the Hero in French Fiction 3 Credits

This course deals with modern French fiction and its depiction of the role of the hero as a figure who gradually loses control over his fate (Stendhal, Balzac) and is changed into someone who struggles against ever increasing odds, only to be finally vanquished (Flaubert). The main character may find fulfillment in recollections of the past (Proust), explore the moral parameters of existence (Gide, Camus) or become the incapacitated anti-hero of Beckett's novels.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 400 or above; exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 430 Mask & Reality in French Theater 3 Credits

A study of theater through the optic of a unifying theme: the mask and reality. The goal is to gain a greater appreciation of the art of dramatic illusion whereby actors, while wearing the masks of the characters they play, allow us to examine ourselves and reality in true, unmasked form. Playwrights to be studied will range from the classical theater of Racine and Corneille, through the modern avant-garde, existentialist and Theater of the Absurd works of such playwrights as Ionesco and Beckett.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 435 Self in French Prose & Poetry 3 Credits

Are we determining or pre-determined creatures? What is our essential nature? Is the quest for salvation justified? A study of the historical, political, and social realities in which the texts were composed will shed light on the concept of the self. Representative authors from the Renaissance to modern times will include: Montaigne, Descartes, Pascal, Montesquieu, Rousseau, Hugo, Baudelaire, Apollinaire, Sartre, Camus, Duras, Sarraute, Colette, de Beauvoir.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 440 A Quest for Identity: Francophone Literature and Culture 3 Credits

This course introduces the cultures of countries or regions where French is used either as the (or one of the) official language(s) or, in a less official capacity, by a segment of the population. In readings, discussions, songs, film viewings, and written assignments, students will experience the Francophone cultures of specific areas and the amazing diversity of the Francophone world. They will also explore the difficult relation of the Francophone countries with France. The course considers issues of social status, history, resistance, and identity. Counts toward major and minor requirements.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

FRE 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

FRE 491 Internship in Foreign Languages 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies, and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major.

Prerequisite(s): students should have completed at least one 300-level course in the foreign language.

FRE 496 Special Studies 3 Credits

Offered as needed to complement the program in French. A seminar open to a variety of topics treating a particular author, period, genre or critical approach.

Prerequisite(s): FRE 201, placement test at 300-level or above, or FRE 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

Geosciences (GEO)

GEO 100 Earth Systems Science 3 Credits

Investigates the major global processes that occur on Earth. These processes can be grouped into four major systems: atmosphere, hydrosphere, lithosphere, and cosmosphere. Each system interacts with and affects the other systems creating, in a sense, a single Earth process. With this approach, the student will view the Earth as a whole, and understand that the many seemingly separate components that make up this planet are, in fact, a set of interacting processes, that operate in cycles through time, within a single global system. Three hours of lecture per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 102 Earth Materials and Processes Lab 1 Credits

This lab course introduces students to the origin, identification, and significance of geologic materials, processes, and landforms. Hands-on experiences with mineral and rock specimens, topographic and geologic maps, and GPS and other data collection techniques are emphasized, along with field trip and in-lab observations, measurements, and interpretations. One three-hour lab per week.

Prerequisite(s): concurrent enrollment in, or prior completion of, GEO 100 or GEO 113 is required.

GEO 113 Environmental Geology 3 Credits

Examines the fundamental premise that "society exists by geologic consent subject to change without notice" by studying a number of important global geologic processes and cycles, and the hazards and/or resources they present to individuals, societies, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, global climate change, and global water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and interactions among the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation and understanding of the basic scientific concepts involved, as well as individual and societal connections to the global geologic environment, leading to better, more informed business, political, policy, and personal decisions. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 113. Students may not get credit for both GEO 113 and GLS 113.

GEO 168 Mesozoic Ruling Reptiles 3 Credits

This course provides an introduction to the vertebrate groups that dominated the land (Dinosaurs), the seas (Mosasaurs, Plesiosaurs, Pliosaurs, Tylosaurs, and Ichthyosaurs) and the skies (Pterosaurs, Pterodactyls) during the Mesozoic Era (65-250 million years ago). Students study the diversity of skeletal architectures and their reconstructed function and the often controversial, inferred anatomy, physiology, reproductive strategy, habit, and social behaviors of these animals that are different from mainstream reptiles, birds, and mammals. They also learn about the paleogeographical, and paleoclimatological conditions that facilitated the evolutionary rise to dominance and diversification of these vertebrate groups and the debated causes of their eventual extinction. These topics also serve to illustrate how the scientific approach works and how competing hypotheses are evaluated. Three hours of lecture per week. Weekend field trips may be required.. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

GEO 201 Elements of Mineralogy 4 Credits

The physical properties, chemistry, atomic structure, crystallography, uses, and environmental impacts of important minerals of the lithosphere and biosphere are presented. In addition, lab assignments and exercises emphasize crystal symmetry and chemistry; polarizing microscope, ICP, and x-ray analytical techniques; the graphical display and interpretation of compositional data; optical properties of isotropic and uniaxial minerals; and the identification of mineral hand specimens. Three hours of lecture and one three-hour lab per week. At least one weekend field trip required. **Prerequisite(s):** GEO 100 or GEO 113, CHE 120, CHE 121 taken prior or concurrently; or permission of instructor.

Corequisite(s): GEO 201L.

GEO 201L Elements of Mineralogy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 201.

GEO 290 Directed Research and Study in Geosciences 1-4 Credits

Directed Research and Study in Geosciences will provide an opportunity for freshman and sophomore students to gain hands-on research experience in the geosciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in a weekly meetings with the instructor, and communicating the findings by writing a final project report.

GEO 305 Petrology and Petrography 4 Credits

The origin, evolution, and terrestrial distribution of igneous and metamorphic rocks are presented and detailed. Classroom lectures and discussions emphasize rock geochemistry, mineralogic variability, the constraints placed on petrogenetic models by physio-chemical studies of natural and synthetic systems, and the relation of the various rock types to current plate tectonic theory and other whole-earth processes. The laboratory emphasizes the continuing development of optical microscopy skills, the identification of rock texture and mineralogy in thin section and hand specimen, the optical determination of mineral composition, and the recognition of possible petrogenetic processes as recorded in the rocks themselves. Three hours of lecture and one three-hour lab per week. Two weekend field trips required. Prerequisite(s): GEO 201, and CHE 122 and CHE 123 or taken prior or concurrently; or permission of instructor.

Corequisite(s): GEO 305L.

GEO 305L Petrology and Petrography Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 305.

GEO 306 Sedimentology and Stratigraphy 4 Credits

The principles of weathering, erosion, transportation, and deposition of sediment are the focus of this course. Sediment characteristics are examined to identify the processes involved in transporting grains and the specific environment in which the grains were deposited. Students will learn how to collect, analyze, and interpret sedimentary data and how to interpret surface and subsurface stratigraphic data using various techniques, such as lithostratigraphic, biostratigraphic, and geophysical, correlations. Field trips will expose students to different sedimentary environments and provide opportunities for students to learn how to conduct fieldwork. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite(s): GEO 100.

Corequisite(s): GEO 306L.

GEO 306L Sedimentology and Stratigraphy Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 306.

GEO 310 Structural Geology 4 Credits

The origin, distinguishing characteristics, and geographic distribution of deformational structures of the Earth's crust. In the laboratory, GPS, GIS, geologic maps, and three-dimensional problems are used in the study of typical surface and subsurface geologic problems. Three hours of lecture and one three-hour lab per week. Weekday and/or weekend field trips may be required. Prerequisite(s): GEO 100 or GEO 113, GEO 102.

Corequisite(s): GEO 310L.

GEO 310L Structural Geology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 310.

GEO 350 Soil and Surficial Processes 4 Credits

This course examines the physical, chemical, hydrological, and biological aspects of soil and their relation to geomorphologic development. Specific topics include descriptions of soil texture and structures, soil classification, soil colloids, soil redox and pH, and their effect on vadose zone water chemistry. Soil genesis and erosion controls, microbiology/ecology, nutrient cycles, and modern soil pollution from sludge and pesticide applications, as well as domestic and industrial chemical spills, also are discussed. The lab portion of the course introduces the basic techniques of soil analysis, both physical and chemical, and field survey methods. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, and GEO 102.

Corequisite(s): GEO 350L.

GEO 350L Soil and Surficial Processes Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 350.

GEO 407 Hydrology and Water Resources 4 Credits

This course introduces the principles that govern both surface water and groundwater flows that have applications to societal water needs. Surface water topics cover the basics of the hydrologic cycle, the processes of precipitation, evapotranspiration, runoff, and infiltration, and various factors affecting water supply and water quality issues in a modern watershed. Groundwater topics examine the principles that govern flow through a porous medium and the basics of well hydraulics under different pumping conditions that community development requires. Laboratory exercises will give students hands-on experience with the delineation of watersheds, analysis of precipitation data, and flow contaminant transport modeling. The field portion of the laboratory includes runoff and stream discharge measurements, as well as hydraulic conductivity estimations from both slug and pumping tests. Three hours of lecture and one three-hour lab per week. Prerequisite(s): GEO 100 or GEO 113, GEO 102, and MTH 105.

Corequisite(s): GEO 407L.

GEO 407L Hydrology and Water Resources Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): GEO 407.

GEO 480 Senior Thesis 3 Credits

A senior thesis is optional for geosciences majors. However, a senior thesis is required for eligibility to graduate with honors in geosciences. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study or other approved venue. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the geosciences major and permission of instructor.

GEO 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

GEO 491 Internship in Geosciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

German (GER)

GER 100 German I 3 Credits

An introduction to German stressing the spoken language and the fundamentals of grammar. Students are required to work extensively with audio CDs. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): placement test if German has been studied elsewhere.

GER 101 German II 3 Credits

A continuation of German 100. Communication skills are broadened, fundamental grammar is studied, and a useful basic vocabulary is acquired. Students are required to work extensively with audio CDs. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): GER 100 or placement test.

GER 200 German III 3 Credits

Intensive review of German grammar and syntax with a systematic approach to oral expression and composition. Readings on contemporary German life and selections from modern literature. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): GER 101 or placement test.

GER 201 German IV 3 Credits

Continuation of grammar review and readings. Special emphasis on oral expression and composition of increasing sophistication, proceeding from concrete observations to theoretical and abstract discussion. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): GER 200 or placement test.

GER 300 Composition & Conversation 3 Credits

Practice in German communication skills through developing oral and written expression, comprehension and vocabulary.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

GER 301 German for Business 3 Credits

Basic fundamentals for applying the German language to business operations and correspondence. Emphasizes German business terminology as contained in business-related journal articles, letters, and documents.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

GER 305 Intro to German Literature 3 Credits

An introduction to works selected from the most important periods of German literature from the Hildebrandslied to the pre-classical period. Primary focus on close reading of complete works by Lessing and Goethe. Required for majors.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

GER 307 German Literature and Film 3 Credits

Focus on major works of 19th- and 20th-century German literature and their film adaptations. Readings include works by Büchner, Kafka, Mann, Brecht, Böll and Dürrenmatt. Films by Herzog, Welles, Visconti, Schlöndorff, and others.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

GER 310 German Culture 3 Credits

Introduction to the contemporary cultures of Germany, Austria and Switzerland. Selected readings from contemporary German fiction, newspapers and monthly magazines (all in English), films, and music. No knowledge of German required.

GER 425 Self/Society in Short Fiction 3 Credits

Reading and discussion of short prose works of Hauptmann, Schnitzler, Kafka, Grass, Frisch, and others.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

GER 430 Modern German Drama 3 Credits

Selected plays by major German, Austrian and Swiss playwrights of the 20th century are studied within a cultural and historical context.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

GER 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

GER 491 Internship in Foreign Languages 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies, and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major.

Prerequisite(s): students should have completed at least one 300-level course in the foreign language.

GER 496 Special Studies 3 Credits

A seminar emphasizing a particular literary genre or the work of one author. Possible topics might be: Goethe's Faust, lyric poetry, the novella, romanticism, women writers, or other authors, periods, or genres in German literature.

Prerequisite(s): GER 201, placement test at 300-level or above, or GER 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

Global Studies (GLS)**GLS 113 Environmental Geology 3 Credits**

Examines the premise that "our society exists by geologic consent subject to change without notice" by studying a number of important geologic processes and the hazards and/or resources they present to individuals, society, and the natural environment. Topics discussed include earthquakes, volcanism, stream flooding, coastal erosion, climate change, and water, soil, mineral, and energy resources. Cost/benefit considerations, hazard mitigation concepts, economic and political ramifications, and the interactions between the lithosphere, hydrosphere, atmosphere, and biosphere also are presented. The course is designed to give non-science majors a deeper appreciation of their connection to the surrounding geologic environment, leading to better, more informed business, political, and personal decisions. Three hours of lecture per week. Note: This course is cross-listed as GEO 113. Students may not get credit for both GLS 113 and GEO 113.

GLS 120 Oceanography 3 Credits

Investigates the interrelationships among the geological, chemical, physical, and biological aspects of oceanography. Topics include origin and evolution of ocean basins; physical characteristics of modern oceans; seawater chemistry; ocean and atmosphere interactions; ocean currents; waves and tides; coastal processes; biological productivity; and diversity, distribution and adaptations of marine organisms. Throughout the course, emphasis is placed on the processes that connect the seemingly separate topics to each other and to human life. Weekend field trips may be required. Three hours of lecture per week. Note: This course is cross-listed as MAR 120. Students may not get credit for both MAR 120 and GLS 120.

GLS 121 Introductory Oceanography Lab 1 Credits

Introduction to the fundamental aspects of geological, chemical, physical, and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. Note: This course is cross-listed as MAR 121. Students may not credit for both GLS 121 and MAR 121.

Prerequisite(s): Concurrent enrollment in, or previous completion of, MAR 120 or GLS 120 is required.

GLS 180 Understanding Global Relations 3 Credits

Offers an introduction to Global and Multinational Studies by exposing the student to basic concepts necessary to understand the dynamics underlying the emerging worldwide society of diverse nations. The student will become acquainted with the mechanisms by which contacts are built across nations, and the factors that shape the conception of and relations with "the other."

GLS 200 The Social Construction of Global Society 3 Credits

This course discusses the emergence of an "imagined global community" in the final years of the 20th century, and the beginning of the 21st. The course will examine the forces that contribute to these changes, including the global dissemination of values, the changes in communication technologies, the globalization of the economy, and the spread of international non-governmental institutions and lobbying forces.

GLS 201 Politics of the Global Economy 3 Credits

An examination of global political-economic institutions and governmental policies in a period of global structural change and economic crisis. Emphasis will be placed upon the attempts by advanced and newly industrializing governments to attract and to regulate transnational industrial and financial enterprise.

GLS 205 Introduction to Geographic Information Systems 3 Credits

This course introduces the computer-based concepts and skills of Geographic Information Systems (GIS). It covers the basic GIS concepts, such as map characteristics and projections, spatial data models and analysis, and relational databases. It explores data sources, data quality, and metadata, as well as implementation and management of specific GIS projects. Hands-on experience with ArcGIS software is provided through a series of student exercises completed throughout the semester. Students will also be taught how to process both vector and raster data using ArcGIS 9 software. The course is relevant for students from numerous disciplines in the natural sciences, social sciences, and business, which require the analysis and graphical representation of spatial data. Three hours of lecture per week. Note: This course is cross-listed as ENV 205. Students may not credit for both GLS 205 and ENV 205.

GLS 210 Public Opinion 3 Credits

Public opinion as a social force and as expression of public sentiment on political and social issues. Topics include: development and dissemination of opinions, the measurement of public opinion, public opinion and governmental processes, and the reciprocal relationship between mass media and public opinion. Note: This course is cross-listed as POL 210. Students may not get credit for both GLS 210 and POL 210.

GLS 215 Global Politics 3 Credits

The struggle for power, wealth, and order at the global level involving nation-states, intergovernmental organizations (such as the United Nations, the European Union, etc.), non-governmental organizations, transnational enterprises and other non-state entities, using military, economic, diplomatic, legal, and communication instruments. Overview of global problems such as the proliferation of weapons of destruction, ethnic and religious conflicts, human rights, and the global environment at the threshold of the 21st century. Real-time use of the Internet is an integral aspect of this course in terms of readings and assignments. (This course is a prerequisite for POL 295 Special Projects in Political Science: Model United Nations.) This course is cross-listed as POL 215. Students may not get credit for both GLS 215 and POL 215.

GLS 216 Comparative Political Systems 3 Credits

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

GLS 219 Terrorism, Revolutions, and Political Violence 3 Credits

Revolutions are the mad inspiration of history." Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as POL 219. Students may not get credit for both GLS 219, POL 219 and HLS 219.

GLS 225 Nationalism in World Politics 3 Credits

Nations and nationalism. An overview of nationalistic manifestations in the world today. Nations, states, nation-states. Multinational states, stateless nations. Imperialism, anti-imperialism; nativism vs. internationalism and globalism. Topics include nationalisms in the Holy Land; in the former Yugoslavia; in the former Soviet Union and its successor states; and economic Nationalism vs. Globalization. Note: This course is cross-listed as POL 225. Students may not get credit for both GLS 225 and POL 225.

GLS 252 Intercultural Communication 1.5-3 Credits

Develops intercultural communication competence through an awareness and understanding of diverse cultures and their impact on communication. This course will be different from the international communication course, which focuses on communication between nations. This course will focus on the more personal aspects of communication—what happens when people from different cultures interact face-to-face. It will introduce students to those general factors that influence communication with people from diverse cultures both internationally and within the United States, and offer a blend of skill development, communication theory, and hands-on application. Note: This course is cross-listed as COM 252. Students may not get credit for both GLS 252 and COM 252.

GLS 267 China in Transition 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of international relations theories, which focuses on system transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources consequences of different approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. Note: This course is cross-listed with POL 267. Students may not get credit for both GLS 267 and POL 267.

GLS 285 The Student Global Village 3 Credits

This course involves deliberative discussions carried out internationally among college students using videoconferencing technology. The project involves a series of 12 weekly videoconferences between students at Rider University and students at the American University of Cairo, or another international university. Students will be provided with materials to supplement their knowledge of the other country, and to allow them to discuss chosen themes in depth. The students will be required to write papers that describe their attitudes and impressions of the other country at the beginning and the end of the project, and to summarize what they have learned based upon the conferences and readings. Short papers will be required each week to prepare the students for the videoconference theme of the week.

GLS 295 Emerging Issues in Global Multinational Studies 3 Credits

The process of globalization defines a condition of rapid political, social, and economic change. As such, subjects for study become relevant at an alarming speed in the current international environment. This course will give students the opportunity to study a current critical issue or subject, chosen according to its relevance or the special expertise of a visiting or current professor. Topics may include political, economic, or social crises that exist currently, how to deal with specific global problems such as global warming, humanitarian crises, or wars, but may also concentrate on the background of relevant areas such as Iraq or the European Union.

GLS 306 Political Film 3 Credits

This course analyzes the structure, history, and impact of the genre of political film. It begins with a discussion of how one distinguishes a political film from other forms of cinema. It then proposes insights into the manner in which these films evoke a particular time and place in politics, affect the viewer's interpretation of a political event or figure, and have an effect upon a viewer's political perceptions or behavior. The student will also learn to review films critically, both as political statements and as effective (or ineffective) conveyors of political messages. Note: This course is cross-listed as POL 306. Students may not get credit for both GLS 306 and POL 306.

GLS 307 Political Communication 3 Credits

The meaning and uses of political communication are examined, the manner and forms such communication takes, and the history of political discourse. Major topics include the role of communication in elections and the development of public policy, how political communication strategies have changed with the rise of mass media, and the development of national and international publics for discourse. Note: This course is cross-listed as POL 307. Students may not get credit for both GLS 307 and POL 307.

GLS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures. This course is cross-listed as MUS 308. Students may not get credit for both GLS 308 and MUS 308.

GLS 309 Will China Be Next Superpower? 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of International Relations theories, which focuses on systematic transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources and consequences of different national approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. This course is cross-listed as POL 309. Students may not get credit for both GLS 309 and POL 309.

GLS 310 Ethnographic Film 3 Credits

Explores the manner in which different civilizations are depicted through the medium of documentary film. Discusses the manner in which film may contribute to ethnographic understanding of a given people, and the limitations of the genre that may misrepresent the subject matter. Special attention is given to the role of the filmmaker and his/her position as participant, observer, and recorder of the events shown on the film. The films will be analyzed in terms of how they reflect, and potentially affect, a civilization's international image and global standing. These factors will then be considered in terms of their effects upon the place and actions of the civilization in global politics.

GLS 315 Global Issues 3 Credits

Military, economic, demographic, and environmental threats to global security in the post-Cold War era. Forces of transnational integration vs. forces of intrastate fragmentation. Inadequacy of international law and organization to deal with these problems within the confines of the sovereign nation-state system. Note: This course is cross-listed as POL 315. Students may not get credit for both GLS 315 and POL 315.

GLS 318 Global Political Film 3 Credits

Political films are a powerful form of political communication. This power derives from the ability of the filmmaker to control the characters, plot, dialogue, setting, and other aspects of the context in which the political message is delivered. It is difficult to conceive of any other form of political communication in which the individual or individuals presenting the message have so much control. Even the most programmed of political events or "photo opportunities" provide instances where outside factors or events may intervene. Further, audiences who watch a film are willing to suspend disbelief for the period of viewing; as such, the filmmaker has a willing participant in the narrative he or she develops. Since political communication is the primary means by which political reality is constructed, and since films provide a very persuasive visual and auditory means of creative narratives, they are important subjects for study and analysis. Nearly all scholars recognize the importance of film as a means of affecting, and reflecting, the political climate of a society, especially during specific historical eras. President Woodrow Wilson, upon first seeing *Birth of a Nation*, said it was like "watching history written in lightning"; by contrast, James Baldwin referred to the film as "an elaborate justification for mass murder." Both recognized the persuasive powers of film and its potential propaganda value. Marshall McLuhan described film as a "cold" media because individuals could not choose to edit messages from it, as they could from "hot" media such as newspapers. These early observations mark the study of political film as a developing field. For several years, scholars have proposed a section on Politics and Film in the American Political Science Association. The present political film offering, POL 306/GLS 306 deals almost exclusively with political films from the United States. Our students have therefore not had the oppo.

GLS 320 Politics of the Middle East 3 Credits

The course emphasizes the relationships between social and political structures, the role of religion, and the problems of modernization in the Middle East. Similarities and contrasts will be drawn between the Arab and non-Arab countries of the Middle East. The political systems of Egypt, Syria, Israel and Saudi Arabia are examined in terms of political culture, structure, and political processes.

GLS 321 International Law 3 Credits

This course covers the basic doctrines of international law and their relationship to the contemporary international community. These include the jurisprudence of international law; the history of the international legal system; customary international law; Treaty law; sovereignty, statehood and recognition; jurisdiction and immunities; the role of international organizations; international criminal responsibility; and the relationship of the international legal system to the U.S. domestic legal system. The objectives of international law are to foster the peaceful settlement of disputes; facilitate transnational communication and commerce; encourage respect for human rights; as well as to preserve the environment. This course is cross-listed as POL 321. Students may not get credit for both POL 321 and GLS 321.

GLS 325 Global Perspectives on Health and Illness 3 Credits

Explores the different international perspectives on health and illness. Themes include how men, women, and children in respective civilizations are treated and viewed within their communities or nations, as they become ill. Particular attention is given to the contrast between various types of traditional healing and Western medical practices, and their interactions. Discussions will also compare the usefulness of national versus international health agencies in dealing with global health problems.

GLS 328 Environmental Policy 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

GLS 329 Comparative Environmental Policy 3 Credits

Analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as POL 329. Students may not get credit for both GLS 329 and POL 329.

GLS 340 Modern Democracy and Its Critics 3 Credits

The course examines the fundamental assumptions underlying modern democratic theories and the main theoretical attacks launched against them. Among the contending theories to be discussed are right and left-wing anarchism, the old and the new left, fascism, intellectual elitism, and techno-conservatism. Note: This course is cross-listed as POL 340. Students may not get credit for both GLS 340 and POL 340.

GLS 342 Freedom and Authority 3 Credits

Concepts of freedom and authority in 19th and 20th-century political theory. Emphasis on such important thinkers as Nietzsche, Freud, Sartre, Camus, and Marcuse. This course is cross-listed as POL 342. Students may not get credit for both GLS 342 and POL 342.

GLS 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War world. Note: This course is cross-listed as HLS 350, POL 350. Students may get credit for only once.

GLS 352 Chinese and American Intercultural Communication 3 Credits

Instructs students about Chinese culture and communication. Culture impacts communication practices and styles in significant and subtle ways. Through readings, lectures, discussions, and first-hand interactions with Chinese international students, the students of this course will gain both conceptual and practical understanding of major communication differences between the two cultures, and become a more skilled intercultural communicator. Note: This course is cross-listed as COM352. Students may not get credit for both GLS 352 and COM 352.

GLS 365 Third World Politics 3 Credits

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly developed countries, military rule and democratization. Note: This course is cross-listed as POL 365. Students may not get credit for both GLS 365 and POL 365.

GLS 366 Communist Systems: Politics and Policies 3 Credits

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

GLS 367 Politics of Exile, Asylum and Diaspora 3 Credits

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as POL 367. Students may not get credit for both GLS 367 and POL 367.

GLS 368 International Organizations 3 Credits

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as POL 368. Students may not get credit for both GLS 368 and POL 368.

GLS 371 The Arab-Israeli Conflict 3 Credits

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah). Note: This course is cross-listed as POL 371. Students may not get credit for both GLS 371 and POL 371.

GLS 393 International Communication 3 Credits

Examines mass media systems and their influence on international communication. Emphasizes media systems of major political powers such as Russia, China, the European community, the United States, and geo-political centers such as Africa, Asia, the Middle East, and Latin America. Using a seminar format, the course explores how a nation's mass media reflect its socio-political environment and national values. Focuses on the international images constructed by the mass media. Note: This course is cross-listed as COM 393. Students may not get credit for both GLS 393 and COM 393.

GLS 447 Global Literature 3 Credits

An in-depth study of the recent literature in English of one or more writers whose cultural identification is with one of the former colonies of the British Empire, as it was defined at the beginning of the 20th century. Literature in the English language, written by authors of African, Caribbean, Pacific Island, East Asian, or South Asian cultures may be included.

GLS 490 Independent Study: Research and Creative Expression 1-4 Credits

This course allows students with permission of the instructor to conduct an independent research project in Global Studies in a relevant area of interest to the student and faculty member.

GLS 491 Internship in Global Studies 1-4 Credits

Students work under supervision, either in the United States or abroad, in an environment which provides experiential learning in institutions that operate in a global environment, including those in government, business, and international non-governmental organizations (INGOs). Domestic internships might also include work in agencies that deal with global problems such as an international environmental group or a refugee resettlement center. A minimum of 52 hours of field work per credit is required, with regular reports and a concluding critique analyzing the experience. No more than six credits allowed toward graduation.

Global Supply Chain Management (GSC)

GSC 115 Introduction to Global Supply Chain Mgt. 3 Credits

This course introduces students to components of global supply chains and issues of managing the global supply chain. It is designed as a survey course to give first or second year business students a general view of supply chain management at both domestic and international levels, as well as familiarize them with basic concepts and major challenges of supply chain management. Delivery of course material will include lectures and guest speakers from industry, and in-class logistics mini cases.

GSC 235 Supply Chain External Focus: Customer and Supplier Logistics 3 Credits

This course is a detailed discussion of some of the major issues and components of supply chain management that require an external focus by an organization. In other words, it provides an "outward looking" perspective of supply chain management. Topics to be covered include sourcing, procurement, transportation, customer logistics, and distribution. The linkages to internal issues and components of supply chain will be made.

Prerequisite(s): GSC 115.

GSC 315 International Business Tour 3 Credits**GSC 345 Customer Focus 3 Credits**

Marketing and supply chain management programs are concerned with the creation and delivery of value to customers and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial management - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications, and then transferring these goods and services from producers to consumers or end users.

Prerequisite(s): GSC 115 and MKT 200.

GSC 355 Supply Chain Internal Focus: Firm Operations 3 Credits

This course is a detailed discussion of some of the major issues and components of supply chain management that are mainly internal to an organization. In other words, it provides an "inward looking" perspective of supply chain management. Topics to be covered include: manufacturing, quality, product design, inventory, and warehousing. The linkages to external issues and components of supply chain will be made.

Prerequisite(s): GSC 115 and MSD 340.

GSC 375 Adv.Sem in Global Outsourcing 3 Credits

The course is aimed at generating a comprehensive understanding of the emergent domain of global business process outsourcing. Various referred to as knowledge process outsourcing, IT-enabled services outsourcing, and business services outsourcing, the industry has seen enormous growth over the last decade and continues to grow. India commands the single largest share of this market but South Africa, Eastern Europe, Philippines, Morocco and Egypt have all emerged as other contenders in this global sector. The course is divided into four modules: the political economy of global outsourcing, process modeling, outsourcing management, and industry analysis. Please note: Students will not receive credit for both CIS 375 and GSC 375.

Prerequisite(s): junior standing.

GSC 385 Management Information Systems for Global Supply Chain Management 3 Credits

The purpose of this junior level management information systems course is to prepare students for today's dynamic business environment by increasing their understanding of IT-enabled global information processing and management. This course has a specific emphasis on the impact and effective utilization of information systems and technology for the global supply chain. Students will gain a solid understanding of the value of business process integration through a combination of conceptual learning, business process analysis, and collaborative decision-making. This will be facilitated through hands-on experience with SAP ERP and analytical software as well as Microsoft Excel. GSC 385 is required for the Global Supply Chain Management major and can fulfill the CIS 385 requirement for all business majors. Please note: Students will not receive credit for both GSC 385 and CIS 385 without prior approval by the Dean's office.

Prerequisite(s): CIS 185 and junior standing.

GSC 399 GSC Co-op Program 6 Credits

The co-op program provides students with an opportunity to work full-time in an organization and apply what they have learned in their global supply chain and other business classes. It also enhances students' employment opportunities since many employers use a co-op program as a first-step before they hire full-time employees. Eligible students include junior and senior global supply chain management majors with a minimum GPA of 3.0. The six credits are intended to be used as business electives, but it is also possible for them to be used as a combination of business and free electives.

Prerequisite(s): GSC 115 plus one additional course within the global supply chain management major, and permission of instructor.

GSC 445 Supply Chain Strategy and Design 3 Credits

This course introduces the student to the concepts and techniques necessary to design and operate global supply chains. It covers some of the strategic issues of managing a global supply chain and emphasizes the importance of understanding the organization, its value chain, industry, competitors, suppliers, and customers in a global framework. The course covers various strategies as well as different supply chain design models and approaches for efficient and effective supply chain operation.

Prerequisite(s): GSC 235 and GSC 355.

GSC 490 Independent Study: Research and Creative Expression 3 Credits

Topics to be approved by instructor, program director, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

Prerequisite(s): GSC 115 and permission of instructor.

GSC 491 GSC Internship 3 Credits

The Global Supply Chain Management (GSCM) Program formally sponsors an internship in global supply chain management. The intention of the course is to supplement theoretical foundations and other material introduced in the classroom with an opportunity to work in a sponsoring organization. Through the internship experience, the student will get a chance to see how supply chains are managed and will get a chance to apply supply chain concepts for themselves. If used in place of the co-op, internship credits will count toward GSCM major requirements, but can also be used as a business or free elective.

Prerequisite(s): GSC 115 plus one additional course within the GSCM major, and permission of instructor.

Health Administration (HTH)

HTH 205 Introduction to Health Care 3 Credits

This course is an introduction to the components of the health care industry in the United States and to the interactions of these components in producing and supplying health care. We examine the nature of health, and the various institutions and personnel which seek to provide health services; we explore the means by which we pay for these services; we assess the relationship of technology to provision of health care services; we study the various ways that our government interacts with the providers of health care services; we investigate the ethical implications of issues in health care; and we explore health care sectors from an international perspective.

HTH 215 Population Health Care Management 3 Credits

In this course, we study how disease is distributed in populations and of the factors that influence or determine this distribution. This course introduces the basic methods and tools epidemiologists use to study the origin and control of non-communicable and communicable diseases so that policies and mechanisms to enhance the health of populations can be developed.

Prerequisite(s): MSD 201 or MTH 120 or ENV 200 or PSY 201.

HTH 225 Health Care Financing 3 Credits

The goals of this course are: (1) to provide a description of how Americans pay for health care; (2) to explain how payment arrangements affect the health care system; and (3) to evaluate newly emerging arrangements. Specifically, we will focus on insurance (both public and private) in the United States, provider payment reform, the incentives of the parties in these arrangements and how these incentives impact cost containment in health care.

Prerequisite(s): HTH 205 and sophomore standing.

HTH 315 Health Care Law, Ethics and Policy 3 Credits

This course analyzes the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care, and protecting the rights of those who are provided care within the health care system. It will also examine the public policy, economic, and ethical issues raised by the health care system.

HTH 336 Economics of Health Care System 3 Credits

This course presents ways in which economic analysis can be used to explain issues in the health care industry. Microeconomics tools will be used to describe the behavior of consumers, producers, and third parties of the health care sector. The course also investigates the role of government in regulating the health care sector, and in providing services to the poor and elderly. Finally, we will use this foundation to examine some recent changes in this industry, and to analyze the most recent proposals for further changes.

HTH 365 Health Care Information Systems 3 Credits

The Electronic Health Record (EHR) is one of the most complex technological projects ever undertaken. EHR involves the shared management, potentially on a global scale, of a variety of private, time-sensitive, multimedia data across activities including capture, processing, storage and access. The purpose of this course is to provide the future Health Administration professional with specifics of the socio-technical issues involved in this effort. The goals of this course are to study data standards used in modern EHR systems, technology platforms used to implement EHR in various types of organizations, data governance and regulations associated with health data, analytics that support quality of care and evidence-based practice.

Prerequisite(s): HTH 205; CIS 385 or GSC 385; HTH 215 or CIS 360; and junior standing.

HTH 367 Special Topics in Health Administration 3 Credits

This course covers a current area of health care administration. Topics will vary from semester to semester.

HTH 450 Seminar in Health Research 3 Credits

Students in the course learn to conduct health administration-related research by engaging in an actual community-based research project. At the beginning of the semester, students are assigned to a health-related community-based organization. As a team, students meet with the client, devise a plan of action, collect and analyze data and other information, and write a report to the client. At the end of the semester, students present their findings to the client.

Prerequisite(s): Permission of instructor.

HTH 490 Independent Study in Health Admin 3 Credits

An independent study in health administration allows a student to conduct an in-depth exploration of a topic in health administration under the supervision of a faculty member. The project helps develop a student's research and written skills.

Prerequisite(s): JR or SR standing, Permission of Instructor.

HTH 491 Health Management Internship 3 Credits

This course provides students minoring in health administration an opportunity to supplement and apply their classroom work in a supervised employment setting with participating firms in the health care sector. Requirements include: a log of daily activities, oral and written reports to the faculty supervisor and a term paper. In addition, the employer will also submit an evaluation of the student's performance.

Prerequisite(s): HTH 205; junior or senior standing; and permission of faculty supervisor.

Health Care Policy (HCP)

HCP 301 Global Health Care Systems 3 Credits

Global Health Care Systems is an introduction to visions of global health care, drawing upon the fields of medical anthropology, global public health, and public policy. The course focuses upon different understandings of health care, reflected in the actual health systems in place around the world. Because responsible health-giving health systems respond to societies' changing needs and situations, students will learn about the skills needed for this kind of problem-solving, but also come to understand that there is an urgent and vital global need for the exchange of ideas in global health care systems.

HCP 302 Environmental Epidemiology, Pandemics and Globalization 3 Credits

This course is intended to provide basic knowledge of principles and methods of environmental epidemiology for students whose career interests in a health-related field may include using epidemiologic information. The course presents a holistic view of global health by crossing several disciplines, including medical anthropology and disease history, focusing upon the social processes by which groups are stigmatized during disease outbreaks, and public health policies for confronting outbreaks of epidemics and pandemics. The course emphasizes the conceptual aspects of epidemiologic investigation and application of these concepts in global health policy and related professions. Topics include: disease surveillance; population screening; interpreting epidemiologic associations, and the health risks and benefits of globalization. Salient foci will be: the evaluation of the role of health diplomacy in addressing shared global health problems among countries, and the evaluation of cultural, ethical, social, systemic, and anthropological determinants of global health problems.

HCP 303 Global Health and Human Rights 3 Credits

This course introduces students to the basic concepts of human rights and their links to national/global health, as well as to issues where human rights and health collide. Students will become familiar with global efforts for developing practical and effective responses to global health challenges with a human rights framework.

HCP 304 Community Based and Primary Health Care Policy 3 Credits

Community Based and Primary Health Care Policy explores the politics of health care policy at the local level. The course identifies and evaluates various measures of the health and function of populations, organizations, partnerships, systems, and communities. The course provides students with an overview of the realities, challenges, and requirements of practicing community oriented primary health care.

HCP 450 Seminar in Health Care Policy 3 Credits

Rider University is uniquely positioned through Global Studies to have access to the nongovernmental organization United Front against River Blindness (UFAR). It is an African-inspired, U.S.-based nonprofit and tax exempt organization. Its primary mission has been to participate in partnerships with other global health organizations in the elimination of onchocerciasis (river blindness), as a major public health problem in the Democratic Republic of the Congo (DRC). UFAR was founded and registered in the U.S. in 2004 by Dr. Daniel Shungu, a former Merck & Co. Inc. employee, who is a Congolese by birth and a naturalized U.S. citizen. The U.S. office is in Lawrenceville, N.J. and the Congo office is in Kinshasa, DRC. Dr. Roberta Fiske-Rusciano of Rider University's Global Studies faculty is a founding UFAR board member and has hosted Dr. Shungu several times in her course Global Perspectives on Health and Illness. For the past eleven years UFAR in partnership with several organizations (World Health Organization, Sightsavers Intl., Merck, DRC coalition group for onchocerciasis, and the DRC Health Minister, have successfully treated three million (as of 2015) Congolese with Ivermectin (Mectizan), donated by Merck and Co., Inc. Taken once a year for approximately ten years prevents infection of river blindness, by interrupting the cycle of the parasite. Because of UFAR's continued success in its mission, it has been asked to expand its work to include more neglected tropical diseases, using the same method of health delivery system: community directed treatment with the appropriate medicament, e.g. Ivermectin. Now that treatments of other diseases have been added to UFAR's mission (trachoma, lymphatic filariasis, schistosomiasis, guinea worm and helminthes infestations), additional medical treatments are scheduled to be added once these conditions are thoroughly mapped in the population.

HCP 491 Health Care Policy Internship 1-3 Credits

Students will complete an internship that will build on prior work in the HCP major.

History (HIS)

Courses and Descriptions

HIS 150 World History to 1500 3 Credits

This course traces both regional histories and global interactions, and covers the development of societies and states in Africa, the Americas, Asia and Europe from prehistoric times until about 1500. Certain major topics will be pursued, including agriculture, great empires, the major world religions, long-distance trade, and early modern exploration. While learning about these topics, students will also gain an understanding of the practice of history, especially of the kinds of sources historians use and how they reconstruct and interpret the past.

HIS 151 World History Since 1500 3 Credits

Learn what college students should know about history as a discipline and why history matters by tracing the development and interactions of the cultures of Europe, Africa, Asia and the Americas from 1500 to the present. Students will gain an appreciation for the value of historical thinking and a greater understanding of the relationships among modern nations so necessary for global citizenship.

Prerequisite(s): HIS 150.

HIS 160 Seminar in History 3 Credits

This course introduces students to the discipline of history and to the skills needed for its pursuit. Students will learn to analyze and evaluate primary sources and to identify the thesis and argument of secondary sources, as well as to locate sources using library databases. They will complete a short research paper in which they put these skills into practice. The seminar is intended for History majors and minors and Social Studies majors in their freshman year. Transfer students with fewer than 45 credits should consult their advisor on the suitability of the course for their program. Enrollment limited to 16.

HIS 180 U.S. History I 3 Credits

A survey of American history from the early 17th century through 1877. Among the topics covered will be settlement and regional differences, the American Revolution and the formation of a national government by 1787. The beginning stages of industrialization, the rise of democratic and reform politics, westward expansion, the debate over slavery and growing sectional tensions through the Civil War and Reconstruction will be major themes in the 19th century. Included will be discussions of African Americans, Native Americans, and women.

HIS 181 U.S. History II 3 Credits

A survey of United States history from the end of the Civil War through the present. Included will be discussions of the maturing of an industrial economy, and expansion in the west and overseas. The role of the United States as a world power and the growth of presidential power will be shaped and sometimes challenged by movements designed to expand democratic institutions and human rights. Included will be discussions of African Americans, Native Americans, and women.

HIS 190 Europe to 1715 3 Credits

Examines the development of European civilization from late Roman times until 1715, stressing the Classical heritage, the main currents of European thought and letters, the Renaissance and Reformation, the Age of Discoveries, and the development of the Old Regime.

HIS 191 Europe Since 1715 3 Credits

Examines major political, economic, social, and cultural developments in Europe and the West from 1715 to the present.

HIS 200 Native American History 3 Credits

Traces the experiences of North American Indians from early colonial times to the present day, demonstrating how Indian life has varied and changed throughout our nation's history. Topics include strategies of resistance and accommodation to colonial powers, 19th-century impacts of U.S. government removal and cultural assimilation policies, and 20th-century cultural and political developments among the nation's surviving tribes. Rather than "vanishing," American Indians are a vital and expanding force in modern America.

HIS 201 African American History 3 Credits

Examines the actions and thought of peoples of African ancestry in the United States. Briefly considers Africa before the Atlantic slave trade, then concentrates on major themes in African-American history--the slave trade, slavery, and the genesis of African American society, emancipation and its consequences, urbanization and industrialization, Black Nationalism, the Civil Rights Movement, and African Americans today. Emphasizes African Americans' dynamic and creative role both in shaping their society and establishing their place in United States society. The on-going struggle for freedom and equality provides thematic continuity for analyzing nearly 400 years of African-American history.

HIS 224 American Environmental History 3 Credits

Surveys the history of the North American environment from pre-Columbian times through the 20th century. Topics include Native American uses of the environment; the reshaping of ecosystems under European colonization; U.S. frontier expansion; the ecological impact of industrialization and urbanization; and the rise of the environmental movement.

HIS 225 A History of American Business 3 Credits

Examines the history of business in the United States from the Colonial Era to the present. Emphasizes such themes as the changing capitalist system, the function of business institutions, the roles of the entrepreneur, the relationship between government and business, and the emergence of the corporation.

HIS 226 History of New Jersey 3 Credits

Explores the history of New Jersey from the colonial period to the present including the role of New Jersey in the American Revolution, the establishment of the Constitution, and the course of industrialization. Examines the impact of national and international developments on New Jersey and emphasizes the distinctive characteristics of the Garden State.

HIS 227 U.S. Cultural History I 3 Credits

Examines cultural developments in the United States through the Civil War. Topics include popular culture, the history of the body, reading and print culture, public celebrations and holidays, religion, race and ethnicity, and material culture. Some of the larger trends explored include the creation of American nationalism, the development of a consumer society, and the rise and decline of 19th-century family life and culture.

HIS 240 History of Ancient Greece 3 Credits

Surveys the intellectual and cultural life of ancient Greek civilization against the background of its political, economic, and social history.

HIS 241 History of Ancient Rome 3 Credits

Studies the history and culture of Rome, emphasizing such topics as Roman law, government, literature, religion, art, and philosophy.

HIS 243 Italy Middle Ages to Present 3 Credits

Traces the history of Italy from the Middle Ages to the present, stressing the connection between culture, religion, politics, and wealth in successive historical periods. Students participating in the two-week travel component at the end of the course may receive four credits.

HIS 245 Britain to 1688 3 Credits

British history from pre-Roman times to the Glorious Revolution is examined, emphasizing the growth of royal government, parliament, and the origins of the British colonial empire.

HIS 246 Modern Britain 3 Credits

Examines British history from the Glorious Revolution to the present, stressing the reform movements of the 18th and 19th centuries, the Pax Britannica, the Industrial Revolution, imperialism, and the impact of the two world wars.

HIS 248 History of Ireland 3 Credits

Beginning with an overview of the Irish past, focuses upon the past century of the island's history--the problems, challenges, and accommodations that led to the present situation as one of the most protracted unresolved partitions in the modern nation-state system.

HIS 249 Women in Europe from Antiquity to the French Revolution 3 Credits

Traces the history of women in Europe from Rome to the French Revolution, covering the religious, social, political, and economic context in which women participated. Also offers a brief overview of theories and issues in women's history and gender history.

HIS 255 History Abroad 3 Credits

Two-week travel course to a destination chosen by the professor. Exposes students to historic and cultural sites and works of art that have been studied in class. Students must attend orientation sessions, read assigned writings, complete a travel journal, write a final paper on a topic relevant to the course, and attend all scheduled course activities abroad. Travel will take place in January or at the end of the spring semester.

HIS 260 Craft of History 3 Credits

This seminar focuses on historiography and research skills to further students' progress toward the major capstone experience of conducting independent historical research. Students will explore how historians approach, interpret, and write about a particular topic selected by the instructor, and discover how and why interpretations and methods have changed over time. Topics will vary by instructor. Course may be taken a second time on a different topic for 200-level credit. The course is required for History majors who are Sophomores or Juniors. Enrollment limited to 16.

HIS 273 Imperial Russia 3 Credits

Discusses the political, economic, social and cultural developments in Russia and its borderlands during the Imperial period, that is to say the 18th and 19th centuries from Peter the Great to the Revolutions of 1917. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 274 Modern Russia 3 Credits

Covers the background to the Russian revolutions of 1917, the revolutions themselves, and the evolution and dissolution of the Soviet regime. Cultural, social and economic aspects of this period receive as much attention as political aspects. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 280 Vietnam in Peace and War 3 Credits

Examines the history of modern Vietnam, with a focus on the struggle for independence from the late 18th century to the present. Discusses the traditional culture, French colonialism and the development of Vietnamese nationalism, the Japanese occupation in WWII, and the struggle against France and the U.S. in the First and Second Indochinese Wars, as well as the postwar period. Explores the American experience in Vietnam and the impact of the war in the United States.

HIS 281 Modern Middle East 3 Credits

Examines political, economic, social, and cultural developments in the Near East, from the rise of the Ottoman Empire to the present, stressing the impact of contacts with the West in the 19th and 20th centuries, and the emergence of the contemporary Arab World, Israel, Turkey, and Iran.

HIS 282 Colonial Latin America 3 Credits

Examines the pre-Columbian and colonial periods of Latin-American history. Discusses the Indian, African, and European peoples and pays particular attention to the colonial Spanish and Portuguese societies from their establishment up to the revolutions that brought about political independence.

HIS 283 Modern Latin America 3 Credits

Considers the post-independence history of Latin America, emphasizing the rise of export economies and external economic domination, modernization, and pan- Americanism. Examines the changes undergone by Latin-American nations in the 20th century through an analysis of Mexico, Argentina, Chile, Brazil, Peru, Cuba, and Central America.

HIS 284 Caribbean History 3 Credits

Analyzes the history of the West Indian islands and the lands bordering the Caribbean Sea from pre-Columbian times to the present.

HIS 286 Modern East Asia 3 Credits

Examines the disintegration of the Ch'ing dynasty in China and the Tokugawa Shogunate in Japan under internal stresses and foreign incursions, and the varied experience of those states in coming to terms with the challenges of modernization and westernization. Covers political, economic, social, and cultural factors in China, Japan, and East Asia.

HIS 288 African History 3 Credits

Traces the history of Africa, analyzing the unique problems of African historical evidence and the complexity of the continent's past. Examines the genesis of African culture, early African societies, and the character of African civilizations and empires, then considers external influences such as religion (especially Islam and Christianity), contacts with Europe, the slave trade, the colonial scramble for Africa, colonial rule, modernization and dependency, and concludes by assessing the rise of independent Africa after World War II, its present status and future prospects.

HIS 289 History of Modern Japan 3 Credits

Examines the history of modern Japan from the age of the samurai in the Tokugawa Shogunate to today's high-tech mass consumer society. It traces the interaction of elements of Japan's traditional culture with impacts from the outside to create a uniquely-Japanese modernity. It stresses social, economic, and cultural trends, as well as political history, and includes an examination of modern Japanese culture through fiction and film.

HIS 298 Special Topics in History 3 Credits

Exploration of special topics, themes or methodologies in history. This course may be repeated for credit on different topics.

Prerequisite(s): permission of instructor.

HIS 300 Economic History of the U.S. 3 Credits

Studies the main currents in the economic growth of America from colonial times to the present. Stresses the process of economic development from an agrarian to an industrial society, and examines the challenges and dislocations resulting from economic change.

HIS 301 Constitutional History of U.S. 3 Credits

Surveys the English, Colonial, and Confederation backgrounds of American law and constitutionalism; the framing, adoption, and implementation of the Federal Constitution and its later development; the role of law in the nation's history; the changing interpretations of federalism; the growth of judicial review; and the increasing role of the Supreme Court.

HIS 302 American Worker: Social History 3 Credits

Investigates the American workers' varied social, cultural, religious, and ethnic environment from post-Civil War to the present. Emphasizes worker response to industrialization, urbanization, the technical revolution, and automation.

HIS 303 American Urban History 3 Credits

Traces the growth of urbanism in America from colonial times to the present. Focuses on the interaction between the city dweller and the urban environment and explores the problems confronting urban America today.

HIS 304 Civil War and Reconstruction 3 Credits

Considers the Civil War as a watershed in the development of the American republic. Analyzes antebellum sectional conflict, the war years, and the era of Reconstruction.

HIS 306 U.S. Cultural History II 3 Credits

Examines cultural developments in the United States from the late 19th century to the present. Topics include popular culture, intellectual history, gender history, literary history, film, institutions like museums and department stores, subcultures and counter-cultures, popular commemorations like World's Fairs, and political culture. Some of the larger trends explored include the development of the modern culture of consumption, the urban landscape, and the polarization of cultural values.

HIS 307 The Immigrant in American Life 3 Credits

Examines the experiences of immigrants in the United States, their assimilation, the reactions to them, and their contributions.

HIS 309 Women in American History 3 Credits

Examines the roles, status, and influence of women from the colonial era to the present. Studies the origins and development of feminism, including legal, political, educational, economic, and sexual rights; and studies social feminism, including reform movements in such fields as abolition, prohibition, pacifism, child labor, and social welfare.

HIS 318 The American Revolution 3 Credits

Examines the growing rift between the American colonies and the British Empire, the War for Independence, and the creation of a new American republic. Explores the political, economic, social and cultural history of the Revolutionary era, and includes the experiences of various groups such as Native Americans, slaves, and women.

HIS 319 Gender and Sexuality in American History 3 Credits

What makes a man, exactly, and what makes a woman? What kinds of sex are normal, and what kinds are abnormal? Who decides, and why? The answers to these questions are not fixed. Throughout American history, popular understandings of gender and sexual norms evolved in close relationship with the political, economic, racial, and social dictates of the time. This course will trace the evolution of ideas on sex and gender from the 18th century to the present using various historical sources including fiction and film, particular attention will be given to analyzing dominant models of proper behavior and the complex relationships of power enmeshed within them.

HIS 320 The History of Christianity 3 Credits

Examines Christianity's role in world history from the life and times of Jesus to the present. Emphasizes the quest for the historical Jesus, the emergence of Christianity after his death and triumph during the later Roman Empire, and Christian relations with pagans, Jews, heretics, witches and Muslims. Traces the various branches of Christianity, its spread throughout the world, church-state relations and responses to secularism, capitalism and communism.

HIS 325 Church & Society in Med Europe 3 Credits

Studies the role of the church in the shaping of early medieval society. Emphasizes the emergence of Christianity as a world force, its challenge from Islam, and the church's impact on the politics, thought, and economy of early medieval Europe.

HIS 326 Renaissance and Reformation 3 Credits

Studies the Renaissance, including the development of humanism and art as well as the political and economic changes of the period. Discusses the Renaissance church and movements for religious reform, leading to a consideration of the origins, development, and consequences of the Reformation. Examines the influence of the Renaissance and Reformation on the development of capitalism and the dynamic, secular nation-state.

HIS 333 20th-Century Europe 3 Credits

This course covers the history of twentieth-century Europe, a time when major wars brought Europe from the heights of prosperity and power to the brink of ruin. Europe's experience in war, social upheaval, and ideological conflict shaped the twentieth century not just in Europe but globally. We begin with a look at the condition of Europe at the turn of the century and assess why the European states plunged into what was a disastrous series of conflicts. We will consider the First World War and its impact, including the Russian Revolution and the peace settlement, and then focus on attempts to find stability and the emergence of radically new political movements that challenged the postwar order. Next we will examine the ways in which Europe embarked on the path of near self-destruction during World War Two. A discussion of the origins and consequences of the Cold War and the fate of the socialist and capitalist systems follows. Throughout the course we will touch upon European art and culture. We will conclude with a look at the events of 1989 and attempt to understand the meaning of the twentieth century. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 334 The Era of World War II 3 Credits

Investigates selected topics relating to the origins, events, and outcome of World War II, emphasizing the war's impact on 20th-century civilization. Traces the roots of the conflict back to the World War I peace settlements, and examines the rise of totalitarianism, pre-war aggression and appeasement, the immediate causes of the war's outbreak, the course of military actions, the diplomacy of the belligerents, the War's impact on civilian life, and factors that shaped the post-war world. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 335 Nazi Germany & Hitler's Europe 3 Credits

Examines the Nazi dictatorship in all its complex dimensions, from the early life of Adolf Hitler to total war and genocide. Students will explore how the Nazi movement arose in the context of modern German and European history, and how the Nazis were able to win the support of significant segments of the German population. We will study the Nazis' massive project of social and biological engineering – pronatalism, forced sterilization, extermination of "social and biological deviants," and, ultimately, the genocide of the Jews. Through memoirs, state documents, and historical accounts, the class will examine life from the vantage point of perpetrators, accommodators, victims, and resisters. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 336 Modern European Intellectual History 3 Credits

Examines the 17th-century revolution in scientific, philosophical, and political thought; the Enlightenment; Romanticism; the ideologies of Conservatism, Liberalism, and Socialism; Positivism; Darwinism; the crisis of European thought (1880-1914); and the major intellectual trends of the 20th century.

HIS 337 Post-1945 United States History 3 Credits

This course will magnify American society, politics, culture, and foreign policy from 1945 to the present, tracing the rise and fall of the "American Century". We will focus on topics such as the Red Scare, suburbanization, mass culture, the power of the presidency, the Civil Rights movement, Vietnam, disco, and the war on terror, offering students a unique opportunity to delve deeply into our recent past.

HIS 341 China in Revolution 3 Credits

Treats the Chinese Revolution in terms of political, economic, and social transformation.

HIS 342 Women in East Asia 3 Credits

Treats the history of the relationship between women and society in traditional East Asia and the modern transformation of their relationship.

HIS 343 Ottoman Empire and the Balkans 3 Credits

This course is divided into two parts. Part one examines the rise, zenith, and gradual disintegration of the Ottoman Empire, one of the greatest, most extensive, and long lasting empires in history, with special focus on the southeastern projection of Europe, known as the Balkan Peninsula. The second half of the course concentrates on Balkan history proper, from the First World War until the demise of communist regimes in the late 1980s. Lastly, we will consider contemporary developments, especially the breakup of Yugoslavia and its aftermath. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 351 Warfare in History 3 Credits

Studies the evolution of international and intergroup conflict through the ages; principles, theories, and kinds of war; the great military practitioners and thinkers of world history. Briefly touches upon the American experience as a recent segment in world military and cultural history.

HIS 352 History of Socialism 3 Credits

Considers the historical development of socialist ideas and their adaptations from ancient times to the present, including ancient and Judaeo-Christian antecedents, Utopian Socialism, Marxism, Anarchism, Communism, and Democratic Socialism, emphasizing the historical comparisons among these schools. This course counts towards the fulfillment of the Global Perspectives element of the CLAS general education curriculum.

HIS 353 Oral History 3 Credits

A study of the theory and practice of oral history. Involves an examination of the methodology and functions of oral history, the nature and character of oral evidence, and the place of oral testimony within the historical discipline.

HIS 398 Special Topics in History 3 Credits

Advanced exploration of special topics, themes or methodologies in history. This course may be repeated for credit on different topics.

Prerequisite(s): Permission of Instructor.

HIS 460 Research Seminar 3 Credits

Students produce a major research paper in this topical capstone seminar. Topics and themes vary by instructor. The seminar has a maximum enrollment of 16 students, so professors and students have an opportunity to work together closely over the course of a semester. Students may substitute with HIS 490: Independent Research and Study.

Prerequisite(s): HIS 260, and permission of instructor.

HIS 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours.

Prerequisite: Permission of instructor. When taken to substitute for HIS 460, HIS 260 and permission of instructor.

HIS 491 Internship in History 1-4 Credits

Internships to be offered each semester with such institutions as the New Jersey State Archives and the David Library of the American Revolution. Four credits may be taken for Category III History credit. Additional credits may be taken for Liberal Arts elective credit.

Prerequisite: Permission of internship coordinator.

Homeland Security (HLS)

HLS 100 Intro to American Politics 3 Credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. Note: This course is cross-listed as POL 100. Students may not get credit for both HLS 100 and POL 100.

HLS 202 The Political System - Theories/Theme 3 Credits

This course serves as a gateway to the subfields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings. The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as POL 202. Students may not get credit for both HLS 202 and POL 202.

HLS 203 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective. Note: This course is cross-listed as POL 203. Students may not get credit for both HLS 203 and POL 203.

HLS 204 Development and Structure of the US Intelligence Community 3 Credits

This course provides a historical review of intelligence following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence, and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal, with emphasis placed on interpreting and writing intelligence summaries. Note: This course is cross-listed as POL 204. Students may not get credit for both POL 204 and HLS 204.

HLS 205 Spies, Double Agents, and Moles: The World of Counterintelligence 3 Credits

This course provides in-depth exposure to historical, open-source investigations and concepts that illustrate the defensive, offensive, investigative, and collection efforts of counterintelligence (CI) activities. This course looks through the ideological and political prisms of how and why the Western and Eastern blocs fought the Cold War with agents, double agents, sleepers, and moles, and how MICE (money, ideology, compromise, and ego) and RASCALS (reciprocation, authority, scarcity, commitment, liking, and social proof) caused thousands to betray their countries and become the 'enemy within'. Counterintelligence (CI) is a critical element of US national security policy and interests both in the United States and abroad, and the course will focus on activities that comprise counterintelligence functional activities, including the detection of espionage and elicitation; counterintelligence interviews/debriefings; and the collection of counterintelligence information.

Prerequisite(s): POL 100 or POL 102.

HLS 219 Terrorism, Revolutions and Political Violence 3 Credits

Revolutions are the mad inspiration of history." Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as POL 219 and GLS 219. Students may only get credit for one course: HLS 219, GLS 219 or POL 219.

HLS 220 Terrorism & Counter Terrorism 3 Credits

This course introduces students to the arguments about the definition of terrorism, the historical use of terrorism and the roles of ideology, religion, and psychological factors that help explain and predict it. The course seeks to identify the components of national security policy aimed at countering such elements and their cost, both in financial and civil right terms. Finally, to illuminate both the definition and the policies discussed, the course will offer brief comparisons with other states, especially Israel, the UK, and Russia.

HLS 270 Networking/Telecommunications 3 Credits

This course provides an introduction to business data communications and networking. The Internet and OSI models are discussed. Network technologies include local area networks, backbone, wide area networks, and the Internet. Introduction to network design, security, and network management are also provided.

Prerequisite(s): CIS 185.

HLS 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as POL 300. Students may not get credit for both HLS 300 and POL 300.

HLS 301 Civil Liberties in the US 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as POL 301. Students may not get credit for both HLS 301 and POL 301.

HLS 304 Political Behavior: Fear, Risk and Crisis 3 Credits

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior-e.g., voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. Note: This course is cross-listed as POL 304. Students may not get credit for both HLS 304 and POL 304.

HLS 314 Congressional Power and National Security Policy 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. Last, the course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as POL 314. Students may not get credit for both HLS 314 and POL 314.

HLS 316 Presidential Power and National Security Policy 3 Credits

This course examines the development of the National Security State since the Second World War, and the ways in which it has affected, and been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of "national security", the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the "War on Terror." Note: This course is cross-listed as POL 316. Students may not get credit for both POL 316 and HLS 316.

HLS 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as POL 325. Students may not get credit for both HLS 325 and POL 325.

HLS 346 Liberal Democracy in Times of Stress 3 Credits

This course explores historic and present day cases, ranging across Europe and the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so-called "states of exception." While in some cases such states have imposed mild and limited emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various states have behaved in emergency situations will be the major content of this course. Note: This course is cross-listed as POL 346. Students may not get credit for both HLS 346 and POL 346.

HLS 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold War world. Note: This course is cross-listed as POL 350, GLS 350. Students may get credit only once.

HLS 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

HLS 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as POL 361. Students may not get credit for both POL 361 and HLS 361.

HLS 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as POL 363. Students may not get credit for both HLS 363 and POL 363.

HLS 420 Enterprise Security 3 Credits

Students will be provided with complete coverage of computer security in all forms including hardware, network, and software program security. Through hands-on labs, students will learn firsthand how enterprise systems can be comprised and how computer professionals can prevent and provide counterattacks for security intrusions.

Prerequisite(s): CIS 310 or permission of instructor.

HLS 491 Internship in NJ Homeland Security 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of field work per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

Human Resource Mgt (HRM)**HRM 312 Intro to Labor Relations 3 Credits**

This course deals with the relationship of labor unions and management, the fundamentals of collective bargaining, and labor legislation. The structure and growth of unions as well as the relationships and problems that exist among private and public sector organizations, the labor force, and government are surveyed.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 313 Legal Aspects of Human Res Mgt 3 Credits

This course deals with the various laws that affect human resource management, including social insurance, legislation, minimum wage laws, OSHA, ERISA, as well as equal employment opportunity legislation. This course is concerned not only with the provisions of these laws, but also with their constitutionality, their effects, and how they are administered.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 315 Employee Selection & Training 3 Credits

This course explains the processes involved in selecting and training employees. With regards to selection, specific examples include, evaluating applicant credentials, administering pre-employment tests and complying with equal employment opportunity legislation. With regards to training, topics include assessing the need for training, designing effective training programs, utilizing methods such as technology to deliver training, and evaluating the effectiveness of training programs.

Prerequisite(s): MGT 310.

HRM 316 Employee Compensation Systems 3 Credits

The goal of this course is to familiarize you with the common methods of compensation used by today's organizations and how these methods could be used to increase motivation, job satisfaction, and performance in the workplace. To accomplish this, we will first discuss the bases of motivation in the workplace. Next, we will then talk about the various compensation options and techniques and the strengths and weaknesses of each in maximizing motivation and performance in an organization.

Prerequisite(s): MGT 310.

HRM 333 Employee Engagement 3 Credits

Employee Engagement is commonly described as a focused passion and enthusiasm that employees bring to their work that produces high-quality performance and positive organizational outcomes such as enhanced firm reputation, customer loyalty, and profitability. In this course, students will explore the concept and value of Employee Engagement, and strategies for energizing an organization's workforce. Projects and activities will focus on the role of the Human Resource function in measuring employee attitudes, designing relevant interventions, and influencing a culture of engagement.

Prerequisite(s): MGT 310.

HRM 441 Sel. Topics: Human Res Mgt 3 Credits

Deals with one area of study in the field of human resource management such as protective labor legislation, mediation and arbitration, the administration of labor unions, or case problems in human resource management. The topic varies each semester and is announced at the time of registration.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or HRM major elective.

Prerequisite(s): MGT 310 or permission of instructor.

HRM 491 Internship 1-4 Credits

Provides the student with the opportunity to supplement and apply human resource management coursework in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing work experiences. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): Junior or Senior; Major in human resource management and MGT 310; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

HRM 492 Internship in Human Res Mgt 3 Credits

Provides the student with the opportunity to supplement and apply their human resource management classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions. 2.75 GPA overall and 3.0 GPA in the major is required.

Prerequisite(s): major in human resource management or management and leadership, and MGT 310; senior status; and permission of instructor.

Integrated Sciences and Math (ISM)

ISM 100 Introduction to the Integrated Sciences and Math 4 Credits

Traditional lectures and laboratory experiences are blended to encourage students to begin asking questions and designing experiments to learn about the physical, life, and Earth sciences. This is the entry-level course for the integrated sciences and math major, though it is open to all students who want to actively explore the nature of science. Two three-hour combined lab/lecture sessions per week.

ISM 410 Seminar in the Integrated Sciences and Math 3 Credits

As a senior seminar course, class discussion, presentation, and participation will be emphasized. Science topics covered will extend beyond the range of a single science discipline. Students will evaluate articles (from popular science magazines, newspapers, etc.) to discern the connections among various scientific disciplines. Students will present written critiques of the articles focusing on the proper use of the scientific method, data analysis techniques (e.g., statistics, mathematics, etc.), and on the plausibility of the interpretations. Students will also present a semester-long project (both written and oral) that focuses on the connections among disciplines of a scientific issue.

Prerequisite(s): ISM 100, senior standing, or permission of instructor.

Integrated Sciences (SCI)

SCI 480 Science Seminar Series 1 Credits

A companion 1 credit pass/fail seminar series to the Science Seminar series. Students in this class will critically evaluate journal articles in multiple scientific disciplines suggested by speakers and discuss them with peers and faculty mentors.

Interdisciplinary Studies (IND)

IND 101 Introduction to Education 3 Credits

High School Partnership introduces high schools students to the teaching profession through four main tenants: growth and development of learners, history, structure, and trends in teaching, classroom instruction, and analysis and reflection. Facilitated by their teacher-mentors (instructors of the course), students will work in small groups to learn about the development and structure of the American education system, explore careers in the teaching profession, analyze ways a teacher's personality, disposition, and cultural competence impact how students learn, and observe, develop, implement, and evaluate lesson plans and teaching strategies. Students will have the opportunity to explore the various joys and challenges of teaching diverse learners in today's classrooms along with an opportunity to examine their own motivations of why they wish to pursue the teaching profession.

IND 133 Creativity: Edu & Psych Persp 3 Credits

This course will examine both psychological and educational research about creativity. It will consider the various definitions of creativity that have guided research and theory; compare current theories of creativity in the fields of education and psychology, including cognitive, personality, and motivational theories; review research regarding what has been termed the "dark side" of creativity, including possible links to mental illness; and consider if and how schools and colleges might include creativity in admissions and promote creativity among students.

IND 200 Study Away 3-17 Credits

Study Away programs are domestic, off-campus programs that enable students to engage in experiential learning complemented by academic credit-bearing coursework at an accredited institution.

Prerequisite(s): 2.5 GPA, sophomore standing or above, and permission of Dean required.

IND 210 Global Encounters: Special Education Abroad: A Comparative Experience 3 Credits

This course provides students with an exposure to foreign cultures consisting of both travel and study components. Destinations may include countries in Europe, Latin America, or Asia. While traveling, students will be required to attend lecture/discussion sessions, site tours, and other planned activities. This experience will be preceded and/or followed by additional academic work to be conducted on campus. Study topics may include aspects of the historical, social, economic, political, and aesthetic cultural components appropriate to the location(s) visited. The travel component of the course will be scheduled to avoid conflict with normal semester offerings. A travel fee is required. No foreign language skills are required unless otherwise indicated.

IND 300 Supervised Study 1-4 Credits

Juniors and seniors in good academic standing who, for reasons beyond their control, find that a required course has not been scheduled before they expect to graduate, may receive permission from a faculty sponsor, the chairperson, and the dean to register for a supervised study. Appropriate forms (available in the dean's office) must be completed and approved no later than the last day to add courses for the semester in which the supervised study is to be undertaken.

IND 316 Nature's Business 3 Credits

This interdisciplinary, team-taught, experiential learning course brings together various science, liberal arts, and business perspectives in examining the relationships among biological, social, environmental, economic, geological, and political issues. Topics to be discussed and researched by students can include, but are not limited to, ecotourism, sustainable development, biodiversity, local and regional environmental and historical geology, cultural norms, and the legal and political systems of the country being visited. The study tour component of the course provides students with a first-hand opportunity to observe and record field data from settings outside of the United States and in their discipline of interest. Typically, there are approximately 12 hours of pre-trip lectures, seminars, and/or faculty/student presentations during the fall semester, an international study tour, 9-14 days in length, during January (exact dates and length depend on the international location), and approximately three hours of post-trip meetings, seminars, and student presentations during the spring semester. Students enroll in the course during the spring semester. Note: This course is cross-listed as CBA 316; Students may not get credit for both CBA 316 and IND 316. For Business students who take the course as CBA 316, the course will count as a business course. If taken as IND 316, the Business student will receive credit as a liberal arts and science course.

Prerequisite(s): Permission of Instructor.

IND 350 The Rider Shadow Experience 1 Credits

The primary objective is to open The Rider Shadow Experience to more students. Consistent with the University's focus on engaged learning and career success, the benefits of The Rider Shadow Experience should be available to students earlier in their academic careers. Even more, by involving more students we will be involving more alumni in the program. The alumni serve as both professional mentors and members of the on-line listing from which students choose a host. As hosts, alumni afford the students the opportunity to spend 25 hours of time in a professional setting. It also provides students the opportunity to experience first-hand observational experiences in the professional realm, develop a mentor-mentee relationship with a successful career professional, make connections between classroom curriculum and real-world application and enhance resume building and networking opportunities. IND 350 is a pass/fail course. Must have a GPA of no less than a 3.0.

Prerequisite(s): This course is open to students with 45 or more completed credits.

IND 381 Training Residence Educ I 1 Credits

The focus of this course will be on the basics duties and skills of the resident advisor position. The skills introduced in this course will be used in their role as a resident advisor and will also enhance their everyday lives. Participation in shared learning experiences will be part of this course.

IND 382 Training Residence Educ II 1 Credits

This course builds upon the skills learned in IND 381, providing continued support and training for students to become successful resident advisors or house managers. Students will gain a greater understanding of the RA/HM position through the discussions and written reflection on their job experiences. Out of class readings will be used to reinforce the basic policies and procedures they have learned, as well as emphasizing the types of personal characteristics that will allow one to excel in the position. Participants are exposed to leadership content that deals with concepts such as diversity, teamwork, critical thinking, ethical decision making, and peer leadership.

IND 383 Training Residence Educ III 1 Credits

A reinforcement of the skills learned in IND 382 through discussions and written reflections of job experiences. Basic policies, procedures and leadership characteristics will be emphasized. Students will further examine the various concepts of diversity, teamwork, critical thinking, ethical decision making and peer leadership.

IND 398 The Co-Operative Experience Seminar 3-6 Credits

This course will typically meet one day per week during the co-operative experience. The seminar is designed to expose participants to appropriate interdisciplinary content, ethical principles, professionalism, group and organizational behavior, interpersonal communication skills, critical thinking and problem solving skills. Students may be assessed on presentations, papers, journals and other measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organizational representative of the placement site, and the student. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. Contact the appropriate department for additional information. Must have a 2.75 GPA at time of registration. Prerequisite(s): junior standing.

Corequisite(s): (dept) 399 The Cooperative Experience; IND 398 and (dept) 399 combined cannot exceed 15 credits.

IND 403 New Literacy for New Learning 3 Credits

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid (a mix of online and face-face meetings) course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for our own work as readers and writers across the varied disciplines and social and professional settings in which we engage as well as how we make sense of the information that streams across our bound books, our digital devices, and our visual landscapes. What counts? What doesn't? How do we decide? Is the 21st century digital context in which we are situated shaping literacy differently than before the information explosion?

IND 490 Independent Study: Research and Creative Expression 3 Credits

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

International Study (INT)**INT 314 Study Abroad 12-18 Credits**

Study Abroad options available to students through Rider study abroad agreements include a wide variety of academic locations and courses. Programs may include opportunities for intensive language study as well as courses in other academic disciplines that may include the local culture, literature, art, music, history, or politics of the site selected for study. Some sites provide courses taught in English. Students may be approved to enroll in Study Abroad for a semester, summer session, or a full year. Additional information is available from the study abroad office.

Prerequisite(s): 2.5 GPA; sophomore standing or above.

INT 315 Study Abroad 12-17 Credits

Study Abroad options available to students through Rider study abroad agreements include a wide variety of academic locations and courses. Programs may include opportunities for intensive language study as well as courses in other academic disciplines that may include the local culture, literature, art, music, history, or politics of the site selected for study. Some sites provide courses taught in English. Students may be approved to enroll in Study Abroad for a semester, summer session, or a full year. Additional information is available from the study abroad office.

Prerequisite(s): 2.5 GPA; sophomore standing or above.

INT 316 Study Abroad 1-14 Credits

Study Abroad options available to students through Rider study abroad agreements include a wide variety of academic locations and courses. Programs may include opportunities for intensive language study as well as courses in other academic disciplines that may include the local culture, literature, art, music, history, or politics of the site selected for study. Some sites provide courses taught in English. Students may be approved to enroll in Study Abroad for a semester, summer session, or a full year. Additional information is available from the study abroad office.

Prerequisite(s): 2.5 GPA; sophomore standing or above.

Latin American and Caribbean (LAC)

LAC 420 From Colonies to Nations 3 Credits

This course consists of a panoramic survey of Colonial and Post-Colonial Latin American literature in light of the unique social, cultural and political history from the pre-Columbian to the Independence period (1825). The approach brings together vivid accounts of places and events, speeches, profiles, oral histories, excerpts from a wide range of literature, policy papers, and other readings. The analysis and discussion of selected literary works and representative films will show how Latin American and Caribbean artistic and creative endeavors express the social, cultural and political context of the Americas. Videos and films will provide the sights and sounds of this vast and vital region. Note: This course is cross-listed as LAC 420. Students may not get credit for both SPA 420 and LAC 420.

Prerequisite(s): SPA 201, or placement test at 300-level or above or SPA 300 or above.

Law and Justice (LAW)

LAW 140 Intro Seminar in Law & Justice 3 Credits

Introduces students to the interdisciplinary study of law and justice. The seminar is designed to enable students to think critically about legal issues, address legal problems from various viewpoints, and apply different types of theories of justice to analyze laws and legal institutions. Students will learn to examine law and legal issues from a variety of perspectives and approaches: anthropological, historical, literary, philosophical, political, psychological, and sociological. Open to freshmen and sophomores only.

LAW 150 Introduction to Forensics 3 Credits

Introduces students to principles of forensic science. Whether the issue is establishing paternity or cause of death, determining arson or liability, or deciding criminal guilt or innocence, collecting and evaluating forensic material is typically involved. Students will learn the meaning and significance of scientific evidence and its role in criminal investigations and civil and criminal trials. Students will learn how forensic scientists work, define a problem, collect data, and analyze results. Case studies, crime simulations and examination of criminal evidence will highlight the application of scientific principles.

LAW 204 Law, Literature, and Film in America 3 Credits

Focuses in an interdisciplinary manner on law and justice as represented in American literature and films. It analyzes novels, short stories, and selected non-fiction texts from the perspectives of literary criticism, social history, and cultural and American studies.

LAW 207 Criminal Justice Practice 3 Credits

This course explores the work and work settings of criminal justice practitioners and the work culture and organizational structure of various criminal justice agencies. Through case studies and projects students will examine types of and occupations related to criminal justice, assess new directions in these occupations, the effects of current laws and social policies on criminal justice careers, and consider the impact of social, economic, and technological changes on criminal justice agencies and practitioners.

LAW 210 Criminal Investigation 3 Credits

Approaches criminal investigation conceptually. Students consider the social issues involved in criminal investigation, as well as ethical and legal aspects of it. The course covers such topics such as the principles of criminal investigations, the rules and procedures of preliminary and follow-up investigations, the art of interrogation, recording of statements, confessions, and the collection and preservation of physical evidence at the crime scene. Emphasis is placed on the need for meticulous adherence to rules of law and ethical practices, as an investigation proceeds from initial actions to arrest, and eventual prosecution. The course also examines the methods used in scientific interpretation of evidence and the preparation of criminal cases for trials, as well as its role in today's criminal justice system.

Prerequisite(s): LAW 150.

LAW 302 Crime & Justice in the Media 3 Credits

This course focuses on the impact of media on Americans' perceptions and understanding of the extent and causes of crime, and the effectiveness and purposes of crime policy. It examines how criminals, types of crime, crime policies and the criminal justice system are portrayed in various media outlets, including film, tv, newspaper, and electronic/internet. It explores the historical and contemporary relationships between media representations of criminal behavior, crime as a social problem, and the nature of the criminal justice system and contrasts these to their social realities.

LAW 304 Women and Law 3 Credits

Explores the social, economic, political and cultural context of laws relating to women and gender, such as workplace discrimination, divorce and child custody and reproductive rights. It examines how such laws have changed historically and the impact such laws have had on women as well as on men and on American social institutions, such as the family, politics, and the workplace. The course also examines women in the legal profession and their impact on the practice of law and legal reasoning.

LAW 305 Trial Advocacy 3 Credits

Students will apply fundamental legal concepts and rules of evidence to specific cases. By engaging in trial simulations, students will evaluate various forms of evidence, identify legal principles and evidentiary rules that impact a criminal trial, learn about trial procedures, pursuit of case theories, and witness, exhibit and jury selection.

LAW 307 Criminal Justice Practice 3 Credits

This course will consider the ways criminal justice agencies and occupations are shaped by social, economic, political, technological and legal changes. Through case studies and projects students will examine the work, culture, and work settings of various criminal justice practitioners, assess the impact of social policies on criminal justice careers, and identify new directions in the field. Students will develop the reading and writing skills needed by an array of criminal justice practitioners.

LAW 308 Conflict & Conflict Resolution 3 Credits

Focuses on understanding the meaning of conflict and strategies for its resolution. The course examines the ways conflict functions in various social contexts including professional, community, family, education, and international relations. Traditional models of adjudication will be compared to alternative forms of dispute resolution. Students will be introduced to research on the practice and effectiveness of various forms of conflict and conflict resolution. Students will participate in various class exercises, including role-plays, simulations, and case studies.

LAW 310 Cyberspace Law and Policy 3 Credits

Explores the legal and policy concerns raised by the Internet, nationally and globally. The course considers issues of legal regulation of the Internet, and consider the debate about whether cyberspace can or should be regulated. Attention will be given to the applicability of principles of law and models of regulation. Topics addressed will include jurisdiction, freedom of expression, intellectual property, privacy protection, safety concerns, equal access, electronic commerce, and computer crime.

LAW 355 Sports and the Law 3 Credits

Examines the legal, ethical, economic, social and managerial issues related to sports. Topics include liability issues, contracts, employment discrimination, antitrust law, and constitutional law. Note: This course is cross-listed as SPT 355. Students may not get credit for both LAW 355 and SPT 355.

LAW 365 The Rights of the Accused 3 Credits

Analyzes the major substantive and procedural rights accorded to the criminally accused by the United States Constitution. Particular attention will be given to the right to counsel, confessions and self-incrimination, arrest, search and seizure. Students will learn to argue and write hypothetical case opinions.

LAW 395 Selected Topics in Law/Justice 3 Credits

Studies specialized areas of scholarship related to laws, legal institutions, legal or law-related occupations, and/or legal decision making. The course will provide an interdisciplinary examination of a selected topic. Topics vary and are listed in the course roster.

LAW 401 Hate Crimes in the United States 3 Credits

Provides an interdisciplinary exploration of hate crimes in the United States, its causes and consequences. It will examine the social, political, and legal issues that have shaped policies and laws designed to respond to hate crimes and assess their effectiveness. Debates about the nature of hate crimes and the special laws and sentencing provisions developed to deal with them will be discussed. Topics include hate crimes on college campuses, hate on the Internet, legal and constitutional issues, and criminal justice enforcement.

LAW 405 Crime & Justice in the Media 3 Credits

This course focuses on the impact of media on Americans' perceptions and understanding of the extent and causes of crime, and the effectiveness and purposes of crime policy. It examines how criminals, types of crime, crime policies and the criminal justice system are portrayed in various media outlets, including film, tv, newspaper, and electronic/internet. It explores the historical and contemporary relationships between media representations of criminal behavior, crime as a social problem, and the nature of the criminal justice system and contrasts these to their social realities.

LAW 450 Law & Justice Senior Seminar 3 Credits

Draws on and develops students' knowledge and understanding of law and legal institutions and applies it to a specific legal topic, method, institution, or controversy. Topics will vary. Students explore the social, political, ethical, and economic issues relevant to the topic. Students will be expected to contribute to seminar discussions and to complete projects related to the seminar theme. Required for seniors in law and justice minor and open to others by permission of the Director of the Law and Justice Program.

LAW 460 Criminal Justice Senior Seminar 3 Credits

Draws on and develops students' knowledge and understanding of crime, criminal law and criminal justice institutions, and applies these to a specific topic, method, institution, or controversy. Topics vary. Students will be expected to contribute to seminar discussions and to complete research projects related to the seminar theme. Required for criminal justice majors seniors; open to others only by permission of the director of the Law and Justice Program.

LAW 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

LAW 491 Internship in Law and Justice 1-4 Credits

Provides supervised work experience in an institution, office, or agency related to law or law enforcement, such as courts, prosecutor/defense attorney offices, private law offices, state agencies, and local police departments. Students are expected to apply and broaden the knowledge obtained from law and justice minor courses to their fieldwork experience.

Prerequisite(s): 2.75 GPA and permission of the Director of the Law and Justice program.

LAW 496 Honors Thesis in Law & Justice 3-6 Credits

Entails substantial research and writing on a topic selected by the student. Proposals must be reviewed and approved by the law and justice program committee. Proposals must be submitted at least four weeks prior to course registration.

Prerequisite(s): Seniors in the minor with a minimum cumulative GPA of 3.25 and a 3.25 GPA in law and justice minor courses.

Leadership Development Program (LDP)

LDP 200 Foundations of Leadership 3 Credits

This course provides students with a working model of leadership to guide their personal leadership development. It also exposes students to insights about leadership from respected commentators, scholars, and practitioners. Finally, it provides students with an opportunity to actively “do” leadership through experiential learning activities.

LDP 220 Service Learning Through Minding Our Bus 3 Credits

A community service mentoring project designed to promote leadership, teamwork, and entrepreneurship among Trenton youth through a school-based team mentoring model. Students will undergo intensive training in leadership skills, communication skills, team building skills, cultural diversity, small business entrepreneurship, and problems of early adolescent development prior to their fieldwork experience. Students will form teams to mentor groups of students at a Trenton middle-school in the creation and management of their own microbusinesses. Student journals, quizzes, field trips and class meetings will serve to organize and structure experiential learning.

Prerequisite(s): permission of instructor.

LDP 398 The Co-op Experience Seminar 3-6 Credits

This course will typically meet one day per week during the co-operative experience. The seminar is designed to expose participants to appropriate interdisciplinary content, ethical principles, professionalism, group and organizational behavior, interpersonal communication skills, critical thinking, and problem solving skills. Students may be assessed on presentations, papers, journals and other measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organizational representative of the placement site, and the student. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. Contact the appropriate department for additional information. **Prerequisite(s):** junior standing and 2.75 GPA at time of registration.

Corequisite(s): (dept) 399 The Co-operative Experience; LDP 398 and (dept) 399 combined cannot exceed 15 credits.

Liberal Studies (LIB)

LIB 200 Intro to Liberal Studies 3 Credits

Introduces students to the various perspectives and methods of the disciplines in liberal studies: natural and social sciences, humanities, and the arts. Students learn the multifaceted questions and answers offered by each discipline. They study the historical development of the university and the rise and transformation of liberal studies disciplines.

LIB 400 Seminar in Liberal Studies 3 Credits

A critical examination of the tradition of Western humanism and the way it has been transmitted through liberal arts education. Deals with a variable set of permanent problems in humanistic debate and learning e.g., specialization, the need for unifying theories of knowledge, the purpose of history, the place of intellectual life in mass society, the meaning of freedom, the modern problem of alienation, the responsibilities of the university, etc. Emphasis on why and how such problems have been addressed rather than any presumptive solutions.

LIB 490 Independent & Supervised Study 1-4 Credits

Independent and Supervised Study is available to CCS students for special study projects. Students must have completed a minimum of 45 credits applicable to a Rider degree and a minimum of 12 credit hours at Rider with a GPA of 2.5 or better. Each project may be taken for one-four credits and a maximum of six credits may be applied to the associate degree, 12 credits to the bachelor degree.

Management and Leadership (MGT)

MGT 201 Fund Management & Org Behavior 3 Credits

This course deals with the fundamentals of organizational behavior as they relate to management such as motivation, communications, and leadership. Behavior is examined at the individual, group, and organizational level. The management functions of planning, organizing, leading and controlling are addressed. The effects of global operations and the requirements of ethical behavior on managers are also explored.

Prerequisite(s): minimum 30 credits completed.

MGT 310 Intro to Human Resource Mgmt 3 Credits

This course deals with the nature of human resource management, its functions, procedures, and practices currently found in profit, non-profit and public sector organizations. Topics covered include recruiting and selection, training, human resource development, equal employment opportunity, performance appraisal, diversity, job analysis, compensation, and employee rights and discipline.

Prerequisite(s): MGT 201 or PSY 210.

MGT 320 Managing Workforce Diversity 3 Credits

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the celebration of difference have all contributed to the creation of diversity as a hot topic in management. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. We will address the knowledge and skills managers must develop in working with others who are different from themselves.

Some of these differences are obvious- gender, race, age, and physical characteristics. Other differences are not as easily observed - family structure, educational level, social class, and sexual orientation. This class incorporates experiential learning techniques for personal growth.

Prerequisite(s): MGT 201 or PSY 210.

MGT 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 329L Research Methods: Org Psy Lab 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

MGT 336 Career Management 3 Credits

How careers are shaped by individual needs and experience and assisted by organization systems and practices is the focus of this course.

The meaning of work and the development of careers are discussed, and students undertake self-assessment for the purpose of career planning. Careers are examined in the context of important changes occurring today in the world of work. The impact of the executive, organizational counselors and trainers, and the educational system upon the development of human potential is examined, along with the techniques for human resource planning and development.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 346 Negotiation 3 Credits

The purpose of this course is first, to explore the major concepts and theories behind effective negotiating practices and second, to develop negotiating skills applicable to a wide range of contexts. A knowledge of negotiation is a crucial requirement for anyone interested in a business career since it is a common mechanism for implementing change and for resolving conflict in the workplace. Topics will include two-party negotiations, power and politics, mediation, arbitration, and collective bargaining. A variety of teaching techniques will be used including readings, discussion, and role-playing.

Prerequisite(s): MGT 201 or permission of the instructor.

MGT 355 Team Management 3 Credits

This course prepares students to work in organizations that use teams as an integral part of their functioning—an increasingly common practice.

The class involves intensive group interaction, focusing on individual growth in group settings. Working with other students in role-plays, exercises, and team assignments allows the student to develop better communication and leadership skills.

Prerequisite(s): MGT 201 or PSY 210.

MGT 363 Management Skills 3 Credits

The focus of this course is on specific skills necessary for success in a management role. These skills include leading, communicating effectively, delegating, conflict and time management and motivating others. Students will have opportunities to practice skills and to apply their knowledge to business cases.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 375 International Management 3 Credits

This course explores the ways in which culture impacts management practices and organizational behavior and dynamics. Topics include cross cultural communication, expatriate selection and training, leading and motivating cross cultural teams, developing organizational strategies to compete in a global market place, international business ethics, and current topics.

Prerequisite(s): MGT 201.

MGT 410 Ethical Management 3 Credits

Managers today face a broad range of ethically challenging situations. This course will help students to confront and analyze ethical dilemmas effectively in the workplace. Cases, simulations, hands-on content will engage students with the material, and will generate robust class discussion.

Prerequisite(s): Completion of MGT 201 and Leadership Requirement course.

MGT 421 Sel Topics:Mgt & Organztn Behv 3 Credits

The seminar focuses on an area of study announced at the time of registration (students should check the registration material). Examples of possible topics are: leadership, motivation, and organizational behavior research. Prerequisites vary according to the topic and are listed in the registration material.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 450 Advanced Leadership 3 Credits

Leadership is the ability to influence a group of people towards a goal. In this course, students will increase their own leadership capacities so that they can become effective leaders of organizations and teams. They will integrate what they have learned from their experience and other coursework with diverse reading and writing assignments and team projects as they explore complex leadership issues related to vision, communication, motivation, ethics, team dynamics, power, and change management.

Prerequisite(s): MGT 201; Leadership elective (LDP 200, LDP 220, LDP 398, MGT 355, MGT 363).

MGT 490 Independent Research and Study 1-4 Credits

Topic to be approved in advance by supervising instructor, chairperson, and academic dean. Available for juniors and seniors. No more than 12 credits allowed toward graduation, and can be used as free elective or MGT major elective.

Prerequisite(s): MGT 201 or permission of instructor.

MGT 491 Intern Management/Org Behavior 3 Credits

Provides the student with the opportunity to supplement and apply their management and leadership classroom work in a supervised employment setting with participating companies. Requirements include a journal with a log of daily activities and a paper summarizing their experiences submitted to the internship supervisor. Students will receive a letter grade based upon their internship performance, as well as their performance on the journal and final paper submissions.

Prerequisite(s): major in management and leadership or human resource management and MGT 363, or senior status; Requires a 2.75 GPA overall and 3.0 GPA in the major and permission of the instructor.

Management Science (MSD)

MSD 104 Intro to Quantitative Methods 3 Credits

The aim of this course is to give students the preparation in algebra needed for successful completion of other required courses in management sciences and the functional areas of business administration. Topics covered include linear and quadratic equations and functions, systems of linear equations, exponential functions, logarithms, linear inequalities, radicals, percent change, scientific notation and scientific digits.

MSD 105 Quantitative Methods for Business 3 Credits

The aim of this introductory course is to acquaint students with a number of basic mathematical techniques that will enhance their ability to become effective decision-makers in a realistic business environment. Topics covered include linear equations and inequalities, linear programming, summation notation, geometric series, counting techniques, event probability and discrete random variables. Where appropriate, these tools will be illustrated with examples chosen from business settings.

Prerequisite(s): MSD 104 or a passing grade on the Math Placement Exam.

MSD 110 Math for Actuarial Science I 3 Credits

The first of two courses designed to give the actuarial science student the necessary background in calculus. Topics include a brief review of a function, and introduces limits and continuity, the derivative and its applications, implicit differentiation, differentiating an inverse function, differentials, related rates, curve sketching, optimization problems, L'Hopital's rule, and an introduction to the indefinite integral. Fall.

MSD 111 Math for Actuarial Science II 3 Credits

A continuation of MSD 110. Topics include the definite integral and the fundamental theorem of calculus, change-of-variable theorems, the area between two graphs, integration by parts, improper integrals, infinite series, partial differentiation of a function of two variables and its optimization applications, and the double integral of a function of two variables.

MSD 200 Statistical Methods I 3 Credits

This course is designed to give the student an understanding of continuous random variables, the elements of statistical inference, and an introduction to how these tools may be useful in one's attempt to reach intelligent conclusions in real-world settings. The focus is on the normal random variable, descriptive statistics, sampling distributions, and the frameworks of estimation and hypothesis testing, particularly as they apply to inference for unknown population means and proportions in the one- and two-sample settings.

Prerequisite(s): MSD 105 or equivalent.

MSD 201 Statistical Methods II 3 Credits

The sequel to Statistical Methods I is designed to prepare the student to be able to recognize a variety of additional common inferential scenarios, select and apply appropriate techniques in their analyses, and be aware of the usefulness of computer packages in performing certain relatively complicated statistical calculations. The course covers the one-way analysis of variance, Chi-square tests for non parametric inferences, and regression analysis. Students are expected to submit, for evaluation, the analysis of a real-world data set.

Prerequisite(s): MSD 200.

MSD 320 Quantitative Methods for Business Forecasting 3 Credits

A study of the various quantitative techniques applicable to the problems of forecasting that occur in business and industry. Topics may include the regression techniques of causal modeling, as well as the moving average, exponential smoothing, and Box-Jenkins approaches of time series analysis. All methods are illustrated with the use of realistic forecasts.

Prerequisite(s): MSD 201 or MTH 341.

MSD 325 Regression/Analysis Variance 3 Credits

This course examines the use of applied linear statistical models to adequately describe practical relationships in business and economics. The implementation of a popular statistical computing package to analyze realistic data sets is an important component of the course. Topics include simple and multiple linear regression, model diagnostics and remedial measures, and the analysis of variance.

Prerequisite(s): MSD 201 or MTH 341.

MSD 340 Production and Operations 3 Credits

This course introduces the concepts and techniques of designing and managing manufacturing and service systems and their operations effectively and efficiently. Major topics include product and process design, facility location, forecasting, aggregate planning, inventory management, supply chain management, project management, just-in-time systems, quality assurance, linear programming, and the transportation problem. Current issues such as productivity, global competitiveness, and quality are also discussed.

Prerequisite(s): MSD 105 or MSD 110, MSD 200 or MTH 340, MSD 201 or MTH 341.

MSD 350 Compound Interest Theory 3 Credits

A thorough treatment of the theory and applications of compound interest. Topics include the measurement of interest, elementary and general annuities, amortization schedules and sinking funds, and bonds and other securities.

Prerequisite: MSD 111 or equivalent. Fall.

MSD 490 Independent Research and Study 3 Credits

Topic to be approved by professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation.

MSD 491 Summer Mgt Sciences Internship 3 Credits

An honors course that provides the student with approximately two months of supervised employment with participating companies. Students are given a variety of work experiences. They are required to complete a term paper and to make an oral presentation to the faculty. Grading is on a pass/fail basis.

Prerequisite(s): Permission of instructor.

Marine Sciences (MAR)

MAR 120 Oceanography 3 Credits

In this course, students will investigate the geological, chemical, physical, and biological processes that shape the ocean. Emphasis will be placed on how these processes interact with each other and with human populations. These interactions influence important global phenomena that impact all our lives, including weather and climate, the distribution of marine organisms and other natural resources, and coastal processes. Understanding these phenomena will enable students to make more informed decisions and contribute to serious global marine issues. Students will learn through lectures, readings, practical experiences with real data, and hands-on exercises designed to foster a deeper understanding of the scientific process. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as GLS 120. Students may not get credit for both MAR 120 and GLS 120.

MAR 121 Introductory Oceanography Lab 1 Credits

This lab course introduces students to the fundamental aspects of geological, chemical, physical and biological oceanography. Students learn through inquiry-based, hands-on exercises and activities using actual data collected in the lab and in the field. Independent projects and local field trips during lab and on weekends may be required. One three-hour lab per week. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): MAR 120 or GLS 120 or as prerequisite(s).

MAR 210 Marine Life through Time 4 Credits

Survey of the important developments in marine life over the last three billion years from the Pre-Cambrian evolution of one-celled organisms, through the Cambrian explosion of complex marine invertebrate life and subsequent diversification of backboned organisms in the Ordovician time, to the colonization of marginal marine and freshwater habitats in the Silurian-Devonian geological periods, and ultimately to extinctions during global crises of the late Devonian, Permian, Triassic, Cretaceous, and Pleistocene time intervals. The emphasis is on evolutionary adaptive breakthroughs within each phylum, particularly the significant morphological and anatomical innovations, and the subsequent radiation of these higher taxa into new habitats and niches through geologic time. Three hours of lecture and one three-hour lab per week.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 210L Marine Life through Time Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course. Corequisite(s): MAR 210.

Prerequisite(s): GEO 100 & GEO 102; or GEO 113 & GEO 102 (can be signed in to take 102 with 113); or ENV 100; or MAR 120 & MAR 121; or BIO 115; or BIO 116; or permission of instructor.

MAR 227 Introduction to Field Marine Science: Subtropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in subtropical environments, emphasizing shallow subtidal and intertidal environments such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include the diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a subtropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 228 Introduction to Field Marine Science: Boreal Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in boreal environments, emphasizing the rocky shallow subtidal and intertidal environments. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; day-night fluctuations in tide pool chemistry; plankton dynamics; predator-prey relationships; the physical processes and chemical properties of water; and comparisons of wave-exposed and wave-protected sides of a shoreline. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a boreal environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 229 Introduction to Field Marine Science: Tropical Environments 4 Credits

In this two-week field course, students will explore various topics in marine science through practical, hands-on, inquiry-based exercises and activities. The course will focus on the biological, geological, chemical, and physical processes that influence diverse marine flora and fauna found in tropical environments, emphasizing the shallow subtidal and intertidal environments, such as coral reefs, sandy beaches, turtle grass beds, rocky intertidal pools, and mangrove swamps. Examples of topics include diversity, abundance, size, zonation, and morphological adaptations of marine organisms; the composition and texture of sediments; and the physical processes and chemical properties of water. These topics will be examined using field team exercises, a group mapping project, and individual research projects. Activities will help students develop their skills in research, use of field and laboratory equipment, computer analysis of data, and scientific writing. The course is taught at an appropriate marine field station located in a tropical environment. Field portion of course is completed during the summer. Additional travel costs vary, depending on location.

Prerequisite(s): BIO 115 or BIO 116, and permission of instructor.

MAR 290 Directed Research and Study in Marine Sciences 1-4 Credits

Provides an opportunity for freshman and sophomore students to gain hands-on research experience in the marine sciences. This is an individual program of study and each student will work with a selected faculty member on a topic of mutual interest. The course consists of a combination of project meetings, supervised research, and guided readings. The focus will be on formulating research questions, designing and conducting experiments, collecting the necessary data, reviewing the scientific literature as it relates to each student's research topic in a weekly meetings with the instructor, and communicating the findings by writing a final project report.

MAR 325 Marine Vertebrates 4 Credits

A survey of the biology of marine vertebrate animals, including fish (jawless fish, sharks, rays, and bony fish), reptiles (sea turtles and sea snakes), sea birds, and mammals (manatees, seals, and whales). The evolution, physiology, natural history, ecological relationships, and human interactions of these groups are emphasized. Three hours of lecture and one three-hour lab per week. Field trips may be required. Prerequisite(s): BIO 272 and BIO 272L.

Corequisite(s): MAR 325L.

MAR 325L Marine Vertebrates Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 325.

MAR 330 Chemical Oceanography 4 Credits

Introduction to the chemical aspects of the oceans and their influence on marine ecosystems and Earth processes. Emphasis is placed on chemical and physical properties of seawater, atmosphere-ocean interactions, biogeochemical cycles with marine components, production and destruction of marine organic matter, chemical ecology, and marine pollution. During the lab portion of this course, students gain hands-on experience in analyzing ocean water samples, experimental design, and interpreting marine chemical data. Three hours of lecture and one three-hour lab per week. Weekend field trips and independent projects may be required. Prerequisite(s): CHE 120, CHE 121, MAR 120, and MAR 121; or permission of instructor.

Corequisite(s): MAR 330L.

MAR 330L Chemical Oceanography Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 330.

MAR 340 Marine Processes and Environments: Seminar 3 Credits

This course is designed as a seminar course. Therefore, students will learn to lead class discussions, to analyze and critique peer-reviewed journal articles, and to enhance their presentation skills. Students will interpret graphical, spatial, and numerical data to support their positions. Content will emphasize the interactions among marine processes, biological features, and geologic landforms.

Prerequisite(s): MAR 120 or GEO 100; GEO 306.

MAR 360 Plankton Ecology 4 Credits

Examines the diversity, physiology, and ecology of marine phytoplankton and zooplankton. Students will survey the dominant plankton groups, their distribution, nutritional requirements, growth kinetics, and behavior. Planktonic predator/prey interactions and food web dynamics will be discussed. Students will also examine the interdisciplinary nature and role of plankton in biogeochemical cycles. Three hours of lecture and one three-hour lab per week. Weekend field trips may be required. Prerequisite(s): MAR 120 and MAR 121; or BIO 116.

Corequisite(s): MAR 360L.

MAR 360L Plankton Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 360.

MAR 380 The Learning and Teaching of Marine Science 4 Credits

This field-based course provides a practical experience in integrating marine science with pedagogical concepts. Students will use scientific methodology to explain marine ecosystems through specially designed, inquiry-based exercises. During these activities, students will address the process of applying college-level content to their own classroom settings, considering national and state standards. Hands-on, field-based exercises will provide experience with a diversity of marine habitats and the biological, geological, hydrological, and physical processes that influence them. Visited habitats can include rocky intertidal, salt marsh, tidal flat, beach and channel sand bars. As a result, students will develop field and laboratory skills in marine science and use them in designing materials for their own classroom use.

MAR 401 Marine Ecology 4 Credits

The purpose of this course is to introduce students to fundamental principles in ecology, as it relates to marine systems. Topics include the marine environment and its influence on the organisms living there; biodiversity and speciation; factors regulating population dynamics in marine systems; larval and fisheries ecology; species interactions such as predation, competition, and symbiosis; factors regulating productivity and energy flow in marine systems; and marine conservation. Hands-on laboratory exercises will provide students with the opportunity to design and conduct experiments related to marine ecology, and to collect, analyze, and interpret data from those experiments. Ecosystem modeling will also be introduced. Three hours of lecture and one three-hour lab per week. Weekend field trips may be introduced. Prerequisite(s): BIO 272, BIO 272L.

Corequisite(s): MAR 401L.

MAR 401L Marine Ecology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): MAR 401.

MAR 410 Physical Oceanography 3 Credits

Introduction to the physical aspects and processes of the oceans and their influence on marine ecosystems and Earth processes. Topics include distribution of salinity and water temperature and their effect on water movement, the oceanic heat budget, atmospheric and oceanic interactions, ocean currents including surface and deep water circulation, waves, tides, and medium- to small-scale circulation features. Throughout the course, emphasis is placed on how these physical processes affect the biology and chemistry of the ocean. Three hours of lecture per week. Weekend field trips may be required.

Prerequisite(s): MAR 120.

MAR 480 Senior Thesis 3 Credits

A senior thesis is optional for marine sciences majors. However, a senior thesis is required for eligibility to graduate with honors in marine sciences. The topic for investigation will be chosen by the student in consultation with the faculty of the Department of Geological, Environmental, and Marine Sciences. The student must initiate consideration of a proposal to the Department. The proposal must contain a discussion of the proposed project and a timetable to be followed in the study. A departmental committee consisting of a major and minor advisor will evaluate the written paper submitted at the conclusion of the study or other approved venue. An oral presentation before the department at the conclusion of the semester in which the study is completed is required. Proposals must be submitted in final form no later than the end of the ninth week of the semester prior to the semester in which the study is undertaken.

Prerequisite(s): senior standing in the marine sciences major and permission of department chair.

MAR 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in field or laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

MAR 491 Internship in Marine Sciences 1-4 Credits

A supervised work experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placements may be in private, public, non-profit, or governmental organizations. These can include consulting firms, regulatory agencies, advocacy groups, and educational or research institutions. Normally, 50 hours of internship per credit is required. A mutually agreed upon method of evaluation will be formalized prior to the approval of the internship by the sponsoring faculty and could include a term paper or project report and a poster presentation.

Prerequisite(s): 2.5 GPA and permission of instructor.

Marketing (MKT)

MKT 200 Marketing Principles 3 Credits

This course examines market characteristics, consumer buying habits and motives, and functions of marketing within the framework of the strategic marketing planning process. Concepts and current practices in product development, pricing, promotion, distribution, and international marketing are studied.

MKT 205 Advertising Principles 3 Credits

Basic theory, functions, principles, and applications of advertising are the focus of this course. The relation of advertising to our economy, the advertising department and the ad agency, selection of media, advertising practices, and the use of research to improve advertising techniques are covered.

Prerequisite: MKT 200. Required for advertising majors.

MKT 250 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 260 Service Marketing 3 Credits

Focuses on the unique challenges of managing services and delivering quality service to customers. Emphasis is placed on the total organization, and how effective marketing and customer focus must be coordinated across multiple functions. The course is applicable to service organizations and to organizations that depend on service excellence for competitive advantage. Topics include customer-focused management, and customer satisfaction, retention, lifetime value and profitability. Students will learn to map services, understand customer expectations, and develop relationship marketing strategies.

Prerequisite(s): MKT 200.

MKT 280 Sports Marketing 3 Credits

The course focuses on the unique challenges of marketing sports at a variety of levels: youth, college, professional, and international. The challenges of attracting and retaining fans and participants as well as of building and maintaining strong brand identity are at the heart of the course content. By evaluating case studies and examining current issues in sports marketing, students will gain an understanding of what it means to be a professional marketer of a sports organization and/or event.

Prerequisite(s): MKT 200.

MKT 310 Business to Business Marketing 3 Credits

This course examines the business-to-business marketplace, and the planning and control tools used by its entities in managing the product, pricing, promotion, channel and supply chain management strategies.

Prerequisite(s): MKT 200.

MKT 320 Consumer Behavior 3 Credits

The nature and determinants of consumer behavior are studied, with attention given to the influence of socio-psychological factors such as personality, small groups, demographic variables, social class, and culture on the formation of consumer attitudes, consumption patterns, and purchasing behavior.

Prerequisite(s): MKT 200; Required for advertising majors.

MKT 330 International Marketing 3 Credits

This course examines the global marketplace and the complexities of its environmental influences, and necessary adaptations in formulating the strategies for product, pricing, promotion, channel and supply chain management.

Prerequisite(s): MKT 200.

MKT 340 Personal Selling 3 Credits

Examines persuasive techniques utilized in sales presentations conducted on a person-to-person basis. Major course emphasis is on developing effective selling techniques; understanding the company, its products and the role of the salesperson in implementing product/market strategies; understanding the customers and the selling environment; application of effective sales presentation techniques; recognizing selling opportunities and careers.

Prerequisite(s): MKT 200.

MKT 345 Customer Focus 3 Credits

Marketing supply chain management programs are concerned with the creation and delivery of value to customer and organizations. No longer simply the domain of the warehouse manager or logistics director, supply chain management is viewed by most companies as a mission-critical element. Marketing focuses on developing an understanding of customers and markets, creating products and services based on that understanding, and communicating and delivering the value added. This course will teach the student the essential role of marketing in all aspects of successful supply chain management - relationship management, technological and financial - and it will help the student understand the structure, functions, principles and methods employed in discovering and translating consumer needs and wants into product and service specifications and then transferring these goods and services from producers to consumers or end users.

Prerequisite(s): MKT 200 and GSC 115 or permission of instructor.

MKT 350 Retailing Management 3 Credits

The principles underlying successful retailing are analyzed within the framework of the strategic-planning process. Topics covered include location, merchandise planning, customer service, image, atmosphere, layout, pricing, promotion, personnel and operations management.

Prerequisite(s): MKT 200.

MKT 366 Marketing Research 3 Credits

Topics include specific research procedures in gathering, processing, analyzing, and presenting information relevant to marketing problems: advertising planning and effectiveness; product development; distribution channels; sales techniques; consumer behavior; and forecasting. Student learning about research planning, implementation, and interpretation is facilitated by the use of projects or cases.

Prerequisite(s): MKT 200; MSD 200, MSD 201; junior standing; Required for marketing and advertising majors.

MKT 367 Marketing Web Analytics 3 Credits

This course teaches web analytics through practical applications with a focus on deriving actionable insights. It provides a broad overview of key web analytics strategies, concepts, issues, challenges and tools. Topics covered include: • How to choose a web analytics tool • Metrics and key performance indicators • Best ways to analyze effectiveness of blogs, marketing campaigns, SEO, SEM and emails • How to utilize quantitative, qualitative and competitive tools to derive actionable insights • How to optimize web sites by incorporating testing and experimentation • Analytics in social, mobile and video • Best practices and pitfalls in web analytics

Prerequisite(s): MKT 200.

MKT 369 International Advertising 3 Credits

This course introduces students to the general landscape of international advertising with emphasis on understanding the opportunities and challenges entailed in international advertising management. The course will cover the subject from three aspects, including the international advertising environment, the international advertising industry, and international advertising strategies.

Prerequisite: MKT 200 or permission of instructor.

MKT 370 Internet Marketing 3 Credits

This course emphasizes the discipline of internet marketing, including practices of leading online marketing companies, state of the art online research and demonstrates how the Internet is creating value for customers and profits for businesses while also fitting into a firm's complete marketing strategy. This course will provide a strategic and tactical toolkit for the online marketer, help students understand how and why the Internet is changing traditional marketing and allow students to develop the skills, strategies and tactics important to develop successful Internet marketing plans.

Prerequisite(s): MKT 200 and CIS 185.

MKT 375 Digital Advertising and Social Media 3 Credits

This course surveys the concepts, principles, practices and industry standards of digital advertising, including standard display and rich media advertising, search advertising, email advertising, game advertising, and mobile advertising. It also introduces the strategies and tactics in social media marketing. The course emphasizes a strategic, holistic view of digital advertising and social media as marketing communication tools that are situated in the marketing strategic framework and employed to engage consumers in community building.

Prerequisite(s): MKT 200.

MKT 380 Health Care Marketing 3 Credits

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

Prerequisite(s): MKT 200 or permission of instructor.

MKT 440 Sales Management 3 Credits

By means of lectures, discussions, and case studies, the field of marketing management is analyzed from the viewpoint of sales executives. The responsibilities for planning and administering personal selling operations are emphasized. Considerable attention is given to other activities for which sales executives may be wholly or jointly responsible, such as decision making on promotion and brand management.

Prerequisite(s): MKT 200 and senior standing.

MKT 444 Spec. Topics Honors: Mkt & Law 3 Credits**MKT 460 Marketing Management Seminar 3 Credits**

This capstone course for marketing majors employs a top management approach to the overall marketing task, including planning, organizing, controlling, and integrating all the activities of the marketing program. Integration of marketing with other operations of the business unit is emphasized. Major problems and current trends are identified and analyzed through case discussion.

Prerequisite(s): Marketing major and 15 semester hours of marketing; Required for marketing majors.

MKT 469 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): MKT 200 and senior standing or permission of instructor.

MKT 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

MKT 491 Internship-Based Indep Study 3 Credits

Provides the student an opportunity to supplement and apply classroom work in supervised employment with participating marketing and advertising firms. Requirements include a journal with a log of daily activities, and a project or term paper presented to and evaluated by the internship sponsor. Evaluation will also include a report by the company on the intern's performance. Credits may be used to satisfy business or free elective requirements.

Prerequisite(s): permission of instructor.

Mathematics (MTH)

MTH 100 Intermediate Algebra 1 Credits

Intermediate Algebra prepares science and mathematics majors for future Mathematics courses by mastering arithmetic and algebraic concepts necessary for college level mathematics courses. The course will begin with a review of the real numbers. This will be followed with an examination of the relationships among: fractions, repeating decimals, irrational numbers and nonrepeating decimals. The course will continue with a critical review of basic algebraic concepts, including laws of exponents as well as solving equations and inequalities and graphing. Exploring a deeper concentration on polynomials, rational expressions and equations will also be covered. Time permitting, the course may also include radical equations and systems of linear equations. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): Entering science & math majors with SAT math score below 650 and Math Placement Test score.

MTH 100S Math Skills Lab 1 Credits

The Math Skills Lab helps science majors master arithmetic and elementary algebra necessary for college level mathematics courses. Entering science majors with SAT math scores below 570 must take this course before MTH 105. Students are required to attend regular class sessions. Students have access to tutors, computer-assisted instruction, and structured workshops. The one supplemental education unit does not count toward graduation; grading is done on a Y/Z (pass/not pass) basis.

MTH 102 Finite Mathematics 3 Credits

The course begins with consolidation of some basic topics including sets, number theory, real numbers, functions, and graphs. Statistics and probability theory are introduced with applications to the social and natural sciences. Throughout the course there will be an emphasis on formulating and solving familiar sorts of problems in mathematical terms.

MTH 105 Algebra and Trigonometry 4 Credits

Algebraic functions, trigonometric functions, identities and conditional equations, inequalities, exponential and logarithmic functions.

Prerequisite(s): Entering science & math majors with SAT math score below 650 and Math Placement Test score; or successful completion of MTH100.

MTH 120 Introduction to Applied Statistics 3 Credits

Collection and presentation of data. Measures of location and variation, sampling theory, hypothesis testing, confidence intervals, t-tests, chi-square tests, regression, and correlation. Emphasizes practical applications. Not open to business administration, chemistry, environmental, geosciences, marine sciences, math or liberal studies: marine ecological or environmental emphasis majors.

Prerequisite(s): MTH 102 or MTH 105.

MTH 150 Mathematics for Education Majors I 3 Credits

This is the first course in a three-course sequence for education majors. This course covers the concept of Numbers, starting with counting numbers, decimals, negative numbers, fractions, and real numbers; different ways of representing numbers, and the relations between them are explored; different meanings and applications of the arithmetic operations are studied; standard and non-standard algorithms for arithmetic are considered in light of the representation of numbers. May not be used by CLAS students to satisfy the mathematics component of the core.

MTH 151 Mathematics for Education Majors II 3 Credits

This is the second course in a three-course sequence for elementary education majors. In this course, students will study proportional reasoning, Number Theory, Algebra, Geometry, and measurement. May not be used by SLAS students to satisfy the mathematics component of the core.

Prerequisite(s): MTH 150.

MTH 152 Mathematics for Education Majors III 3 Credits

This is the third course in a three-course sequence for elementary education majors. In this course, students will study area and volume, transformational geometry, statistics and probability.

Prerequisite(s): MTH 151.

MTH 210 Calculus I 4 Credits

Introduces analytic geometry, functions, limits, and derivatives; differentiation of algebraic and trigonometric functions, curve sketching, maxima and minima, and higher derivatives.

Prerequisite(s): Math SAT 650 or higher or Math ACT 28 or higher or successful completion of MTH 105.

MTH 211 Calculus II 4 Credits

The definite integral, differentiation of transcendental functions, methods of integration and approximate integration, determination of area, volume, and surface area.

Prerequisite(s): MTH 210.

MTH 212 Calculus III 4 Credits

Infinite series; functions of two and three variables, vectors and tangent planes, partial derivatives, multiple integrals, determination of volume and density.

Prerequisite(s): MTH 211.

MTH 230 Discrete Mathematics 4 Credits

An introduction to topics in Discrete Mathematics. This course covers methods of proof, induction and recursion, and other topics in discrete mathematics. Topics may include graph theory, trees, and symmetry groups.

Prerequisite(s): MTH 102, MTH 105 or MTH 210.

MTH 240 Linear Algebra 3 Credits

Systems of linear equations; vector spaces; linear independence; determinants; orthogonality; linear maps; eigenvectors.

Prerequisite(s): MTH 210 or as corequisite; sophomore standing; or permission of instructor.

MTH 250 Differential Equations 3 Credits

First order differential equations, separable and exact; integrating factors; second order linear differential equations; series solutions of second order linear differential equations; higher order equations; existence and uniqueness theorems; systems of linear differential equations.

Prerequisite(s): MTH 240, MTH 211.

Corequisite(s): MTH 212 or as prerequisite.

MTH 308 Advanced Calculus 3 Credits

Vectors, gradients, and directional derivatives, Lagrange multipliers, Taylor's theorem, multiple integrals, change of variables, line and surface integrals, Stokes' theorem.

Prerequisite(s): "B" average in MTH 210 and MTH 211; MTH 212, MTH 240.

MTH 315 Modern Geometry 3 Credits

Covers geometry from a modern point of view, with emphasis on non-Euclidean geometry, particularly projective geometry.

Prerequisite(s): MTH 211, MTH 240.

MTH 340 Probability & Statistical Analysis I 3 Credits

Theory of sets and probability; discrete and continuous random variables and probability distributions. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite(s): MTH 212 or MSD 111.

MTH 341 Probability & Statistical Analysis II 3 Credits

Continuation of MTH 340. Foundations of mathematical statistics: normal distributions, estimation, confidence intervals and hypothesis testing; topics chosen from student's t-test, chi-square tests, analysis of variance and regression analysis. Emphasizes foundations and utilizes the techniques of the calculus.

Prerequisite: MTH 340. Spring.

MTH 401 Modern Algebra 3 Credits

Provides an introduction to modern abstract algebra. It emphasizes the axiomatic method to analyze the major algebraic systems. The instructor will choose the topics to be studied from among the following algebraic structures: integral domains, fields, complete ordered fields, groups, polynomials, rings, ideals and modules.

Prerequisite(s): MTH 240.

MTH 402 Topics in Advanced Mathematics 3 Credits

Chosen from advanced pure or applied mathematics. Topics vary, depending on instructor.

Prerequisite(s): MTH 308.

MTH 410 Complex Analysis 3 Credits

Analytic functions, conformal mapping, power series, Cauchy's theorem, calculus of residues.

Prerequisite(s): MTH 308.

MTH 420 Number Theory 3 Credits

Covers topics including divisibility theory, the prime numbers, the theories of congruences and of quadratic reciprocity, and Fermat's Last Theorem. Other topics may also include applications to cryptography, Pell's equations, continued fractions, and the theory of partitions.

Prerequisite(s): MTH 240 or permission of instructor.

MTH 430 Introduction to Topology 3 Credits

A comprehensive introduction to elementary topology. The concepts of topological spaces and metric spaces will be introduced. Connectedness, compactness and properties of subsets of the real numbers rooted in topology will also be considered. The quotient topology will be used to construct surfaces as identification spaces, and tools will be developed to distinguish one surface from another.

Prerequisite(s): MTH 212.

MTH 440 Real Analysis 3 Credits

Covers the theory of sets, the real number system and its properties, convergence of sequences and series of numbers and functions, and the theory of integration, including: measure theory, the Riemann integral, and introduction to the Lebesgue theory of integration.

Prerequisite(s): MTH 308 or as corequisite.

MTH 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in research and mathematical literature. If possible, the student will publish the results or present them at a scientific meeting.

Multicultural Studies (MCS)

MCS 110 Race, Class and Gender in Contemporary American Society 3 Credits

This interdisciplinary course analyzes the ways in which race, class, gender and ethnic relationships shape the experience of all persons in this society. It examines the categories of race, class and gender as social constructs that have been historically developed and sustained by economic, social, political, and cultural factors.

MCS 110S Introduction to Race, Class and Gender in Contemporary Society 1 Credits

This course introduces students to the concepts of race, class and gender as essential components in understanding how social identities are socially constructed in the United States. Using historical and contemporary references, the course explores the ways in which race, class, gender and ethnic relationships shape the experiences of people in the United States, and the implications of those experiences for social relationships. Part of this exploration is to expose students to inter-relatedness of race, class and gender, as identity markers, both historically and in contemporary society.

MCS 220 Issues in Multicultural Studies 3 Credits

An examination of issues and questions posed by the existence of diversity in social life. Students build on what they have learned in MCS 110 by focusing in greater depth on selected aspects of multicultural interaction. Topics change each semester and are listed in the course roster. Recent topics include "Understanding Privilege," "The Meaning of Difference," and "Narratives of Human Difference: Science, Politics, Literature."

Prerequisite(s): MCS 110 or permission of instructor.

MCS 280 Directed Study in Multicultural Studies 1-4 Credits

An intensive study experience in multicultural studies. The student designs and carries out a course of focused study under the supervision of a multicultural studies faculty member. The student's proposed plan of work must be reviewed and approved by the faculty sponsor and by the multicultural studies advisory committee. May be repeated once for credit.

MCS 490 Independent Study: Research and Creative Expression 1-4 Credits

Individual program of study under close supervision by the instructor, with weekly meetings and reports. Topics to be approved by the department. Available to seniors who have a minimum of a 3.0 GPA. No more than six credits allowed toward graduation.

MCS 491 Internship in Multicultural Studies 1-4 Credits

A supervised community service of work experience at an approved site. Placements are made in accordance with each student's particular theme within multicultural studies. A minimum of three hours per week on site per credit (39 hours per semester); in addition, students complete readings and reports and meet weekly with the instructor. Primarily for multicultural studies minors in their junior or senior year.

Music (MUS)

MUS 001S Applied Voice Studio 0 Credits**MUS 105 Survey of Music History I 3 Credits**

A chronological survey of Western music from the Medieval through the Baroque periods stressing the origin and evolution of musical forms, musical styles, and the important composers before 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 106 Survey of Music History II 3 Credits

A chronological survey of Western music from the classical through the contemporary periods stressing the origin and evolution of musical forms, musical styles, and the important composers since 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 109S Basic Music Theory 3 Credits

This is a beginner's course in music theory. It familiarizes the student with the basic elements (e.g., staff, clefs, time signatures, musical notation, intervals, triads and chords). This course is ideal for both the student wanting to know only the essential, or the student wanting to go on to develop their theoretical skills. For non-music majors, MUS 109S counts toward graduation and grades are awarded on an A-F basis. For music majors, MUS 109S does not count toward graduation, and grading is on a pass ("Y") or fail ("Z") basis.

MUS 110 Music Theory I 3 Credits

A practical introduction to the basic elements of music, beginning with the reading of music notation. Practice in scales and chords; ear-training in rhythm and pitch. Techniques may be applied to the student's own instrument (e.g., guitar, piano, winds) if he or she plays one. Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110L.

MUS 110L Music Theory I Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 110 (Music Theory I). Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110.

MUS 111 Music Theory II 3 Credits

Continuation of MUS 110, leading to some original composition.

Prerequisite(s): MUS 110 and MUS 110L.

Corequisite(s): MUS 111L.

MUS 111L Music Theory II Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 111 (Music Theory II). Prerequisite(s): MUS 110 and MUS 110L or placement.

Corequisite(s): MUS 111.

MUS 113 Popular Music Theory I 3 Credits

Popular Music Theory I covers basic elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations.

Practice in scales and chords; ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice)

Corequisite(s): MUS 113L.

MUS 113L Popular Music Theory Lab I 1 Credits

Taken in conjunction with Popular Music Theory I, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

Corequisite(s): MUS 113.

MUS 114 Popular Music Theory II 3 Credits

A continuation of Popular Music Theory I, progressing to intermediate elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords, ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice).

MUS 114L Popular Music Theory Lab II 1 Credits

Taken in conjunction with Popular Music Theory II, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

MUS 116 Digital DJing 3 Credits

Digital DJing is a three-week, software-based course that develops musical mixing skills for the purpose of creating the kinds of DJ sets one may play on the radio or at live events. Includes repertory building across several popular and dance genres.

MUS 120 Music and Society 3 Credits

Introduction to the basic elements of music (rhythm, melody, harmony, etc.) and the appreciation of representative types of music from all historical periods.

MUS 127 Instrumental Ensemble- Band 1 Credits

Ensemble rehearsal and performance of traditional and current concert band music. Maximum of eight credits are accepted in band, choir, and/or theater production.

MUS 128 Choir 1 Credits

Rehearsal and performance of multi-era Western and non-Western repertoire. Instruction in music fundamentals and vocal production. Pitch matching and part-singing abilities must be demonstrated in the first-week sectional hearing.

MUS 129 Contemporary Vocal Ensemble 1 Credits

The objective of the contemporary vocal ensemble course is to allow students to experience the aesthetics of popular music through the study, interpretation and performance of the music. Students will develop their ensemble skills, independent part singing, as they experience a wide range of popular music genres (jazz, pop, R&B, world, etc.) Students must pass an audition to participate in this course.

MUS 130 Music in Children's Lives 3 Credits

Students in this course will study how music interacts in the lives of children as they sing, listen, play instruments and move. Song repertoire and selections for listening and moving from the American, European and non-Western cultures will be introduced. Playing recorder as well as pitched and non-pitched percussion instruments will be demonstrated.

MUS 131 Beginning Piano I 2 Credits

Class approach to learning to play the piano. How to read music, basic piano technique, and appropriate piano pieces and songs are studied.

MUS 132 Beginning Piano II 2 Credits

Continuation of MUS 131. Emphasis on further development of technique and the ability to interpret piano music from a variety of styles.

Prerequisite(s): MUS 131 or equivalent.

MUS 133 Class Voice I 2 Credits

Class approach to learning pop vocals. How to read music, basic vocal production technique and appropriate vocal pieces and songs are studied, especially in popular genres.

MUS 134 Class Voice II 2 Credits

Continuation of class approach to learning pop vocals started in Class Voice I. Intermediate vocal technique for popular music

Prerequisite(s): MUS 133 or placement exam.

MUS 135 Class Guitar I 2 Credits

Class approach to learning to play the guitar. How to read tablature, basic guitar technique, and appropriate guitar pieces and songs are studied, especially in popular genres. Students must provide their own guitars; if electric, they should provide their own amps, too.

MUS 136 Class Guitar II 2 Credits

Continuation of class approach to learning to play the guitar started in Class Guitar I. Intermediate guitar technique for popular music. Students must provide their own guitars; if electric, they should provide their own amps, too.

Prerequisite(s): MUS 135 or placement exam.

MUS 150A Applied Flute 2 Credits**MUS 150B Applied Flute 1 Credits****MUS 150C Applied Flute 2 Credits****MUS 150D Applied Flute Elective 1 Credits****MUS 151A Applied Oboe 2 Credits****MUS 151B Applied Oboe 1 Credits****MUS 151C Applied Oboe 2 Credits****MUS 151D Applied Oboe Elective 1 Credits****MUS 152A Applied Clarinet 2 Credits****MUS 152B Applied Clarinet 1 Credits****MUS 152C Applied Clarinet 2 Credits****MUS 152D Applied Clarinet Elective 1 Credits****MUS 153A Applied Bassoon 2 Credits****MUS 153D Applied Bassoon Elective 1 Credits****MUS 154A Applied Saxophone 2 Credits****MUS 154D Applied Saxophone Elective 1 Credits****MUS 155A Applied French Horn 2 Credits****MUS 155D Applied French Horn Elective 1 Credits****MUS 156A Applied Trumpet 2 Credits****MUS 156B Applied Trumpet 1 Credits****MUS 156C Applied Trumpet 2 Credits****MUS 156D Applied Trumpet Elective 1 Credits****MUS 157A Applied Trombone 2 Credits****MUS 157D Applied Trombone Elective 1 Credits****MUS 158A Applied Euphonium 2 Credits****MUS 158D Applied Euphonium Elective 1 Credits****MUS 159A Applied Tuba 2 Credits****MUS 159D Applied Tuba Elective 1 Credits****MUS 160A Applied Guitar 2 Credits****MUS 160B Applied Guitar 1 Credits****MUS 160C Applied Guitar 2 Credits****MUS 160D Applied Guitar Elective 1 Credits****MUS 160E Applied Guitar 2 Credits****MUS 161A Applied Violin 2 Credits****MUS 161B Applied Violin 1 Credits****MUS 161C Applied Violin 2 Credits****MUS 161D Applied Violin Elective 1 Credits****MUS 161E Applied Violin 2 Credits****MUS 161G Applied Violin 2 Credits****MUS 162A Applied Viola 2 Credits****MUS 162D Applied Viola Elective 1 Credits****MUS 163A Applied Cello 2 Credits****MUS 163D Applied Cello Elective 1 Credits****MUS 164A Applied String Bass 2 Credits****MUS 164B Applied String Bass 1 Credits****MUS 164C Applied String Bass 2 Credits****MUS 164D Applied String Bass Elective 1 Credits****MUS 165A Applied Piano 2 Credits**

MUS 201 Skills Ensemble I 1 Credits

A Contemporary Performance skills ensemble focusing on interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts).

MUS 204 Jazz History 3 Credits

Survey from 19th C. roots to 21st C. styles. Development of listening skills and overview of musical skills used by jazz performers. Exploration of the relationship between jazz and poetry, race relations, and the reputation of jazz in popular culture.

Prerequisite(s): CMP 120 or LL 131.

MUS 205 History of Pop and Rock Part I 3 Credits

Students will receive grounding in the origins and flow of popular music up to the break-up of the Beatles. They will learn the musical developments set in their historical and sociological contexts.

MUS 206 History of Pop and Rock Part 2 3 Credits

Students will receive grounding in the developments and flow of popular music from the 1970s to today. They will learn the specific musical developments set in their historical and sociological contexts.

MUS 207 Masterworks in Music 3 Credits

Major works by great composers from different historical periods Mozart, Beethoven, Brahms, and Wagner, among others are studied. Up to 10 compositions by six composers are covered, with an emphasis on listening to recorded and live performances of representative works.

MUS 208 Music of the Theater 3 Credits

A study of music drama both historical and contemporary covering European opera of the Baroque, classical and romantic periods, and the American musical theatre, especially the contemporary Broadway musical.

MUS 209 Great Composers 3 Credits

A study of selected major composers life, works, and historical significance with an emphasis on the listening experience. Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or others.

MUS 210 Music Theory III 3 Credits

Analysis of musical forms, including binary, rounded binary, ternary, and popular song. Identification of techniques that support musical form, including harmonic language, contrast/repetition, compositional process. Advanced sight singing and aural drills.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 211 Music Theory for Music Theater 3 Credits

Analysis of music theater songs, scenes and scores. Various techniques, placement of examples into historical, musical, artistic, and literary perspective. Reading of full and piano/vocal scores, conducting, orchestration and harmonic language will be emphasized.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 212 Cartoon and Anime Culture 3 Credits

This course investigates the music and culture of animated films and television shows, anime, animated shorts including cartoons, and related incidental music for documentary films.

MUS 213 Digital Comp of Pop Music I 3 Credits

This course is about “the doing of music”. It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music.

MUS 214 Writing about Music 3 Credits

This course instructs students in the art of writing about music, from small-form criticism to large scale scholarship, focusing especially on the ability to translate what one hears into engaging prose.

Prerequisite(s): CMP 120 and 125, MUS 110, 110L and 213.

MUS 215 Music & Techn/Mobile Society 3 Credits

This course compares the recent history of music technology to past innovations, focusing on the aesthetic implications and ideological influences of an increasingly mobilized musical milieu.

MUS 216 Digital Comp of Pop Music II 3 Credits

This course is about “the doing of music.” It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music, continuing the content begun in The Digital Composition of Popular Music I.

MUS 217 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip-hop and everything in between.

MUS 218 Postmodernism & Populr Culture 3 Credits

This course considers music in light of the ideological trends of postmodernism in order to better understand contemporary music in its cultural context.

MUS 219 Pop Music Arranging I 3 Credits

The Pop Music Arranging I course is the first of a two-semester course sequence whose goal is to explore the fundamental arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and fundamental arranging techniques, as well as develop skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 220 Pop Songwriting I 3 Credits

The Songwriting I course is an introduction to songwriting in popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and compositional techniques, as well as learn to use the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 233 Intermediate Piano 3-12 Credits

Continuation of MUS 132 with further development of reading skills, piano techniques and interpretation. Each student studies a set of pieces selected together with the instructor tailored specifically to the students' needs and interests.

MUS 300 Beethoven and the Romantic Age 3 Credits

A study of the Romantic period with particular emphasis on Beethoven. The classical heritage, the transformation of that heritage into romantic terms, the prominent influence of Beethoven on 19th century musical style.

MUS 301 Skills Ensemble II 1 Credits

The Contemporary Performance Skills Ensemble II is a course whose focus is interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. This course will require a higher level of musical ability, aptitude, and technical development than the Skills I Ensemble course. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts) • Improvisation.

MUS 303 Music Literature: Baroque Era 3 Credits

A survey of European musical styles from c. 1600 to 1750, approached by listening to the music of the period, including Bach, Handel, and many lesser known masters. Topics include the development of modern musical sound, instrumental forms, Lutheran and Catholic church music, and the beginnings of dramatic music.

MUS 304 Music of the Beatles 3 Credits

This course is a very in-depth analysis of the music and personalities of the Beatles. The student will gain in depth insight to the Beatles songs and albums as the course proceeds through the music chronologically. This will be contextualized historically and sociologically where required.

MUS 305 Words and Music 3 Credits**MUS 306 Contemp Music Experience 3 Credits**

A survey of European and American musical styles of the late 19th and 20th centuries. Topics include postromantic music, neoclassicism, serialism, electronic music, and the current avant garde.

MUS 307 The Music of Radiohead 3 Credits

This course investigates the music, lyrics, art and marketing strategies of the British so called "alternative" band, Radiohead, moving song by song through their demos, videos and albums.

MUS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures.

MUS 309 Film Music 3 Credits

A study of music in feature film, documentary film, and television. A chronological survey of film music from silent to contemporary film, animated shorts, and television, with emphasis on listening to recorded performance of representative works.

MUS 312 The Arts Abroad 3 Credits

A two week trip abroad that includes a critical study of music and theater. Students are required to attend all performances, guided tours, and classes before and after the trip.

MUS 315 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip hop and everything in between.

MUS 316 Digital Mixing and Mastering 3 Credits

Digital Mixing and Mastering is a practical skills class focusing on post-production skills in software interfaces. Students will learn how to work with multiple editing softwares and plug-in tools to achieve balanced, lively, professional mixes.

MUS 319 Pop Music Arranging II 3 Credits

The Pop Music Arranging II course is the terminal course of a two-semester sequence whose goal is to explore the advanced arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and advanced arranging techniques, as well as develop advanced skills as they relate to the utilization of the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 219.

MUS 320 Pop Songwriting II 3 Credits

The Pop Songwriting II course is a continuation of the songwriting course sequence whose goal is to explore advanced compositional techniques for popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and advanced compositional techniques, as well as develop advanced skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 220.

MUS 350A Applied Flute 2 Credits**MUS 350B Applied Flute 1 Credits****MUS 351A Applied Oboe 2 Credits****MUS 351B Applied Oboe 1 Credits****MUS 352A Applied Clarinet 2 Credits****MUS 353A Applied Bassoon 2 Credits****MUS 354A Applied Saxophone 2 Credits****MUS 355A Applied French Horn 2 Credits****MUS 356A Applied Trumpet 2 Credits****MUS 356B Applied Trumpet 1 Credits****MUS 357A Applied Trombone 2 Credits****MUS 358A Applied Euphonium 2 Credits****MUS 359A Applied Tuba 2 Credits****MUS 360A Applied Guitar 2 Credits****MUS 360B Applied Guitar 1 Credits****MUS 361A Applied Violin 2 Credits****MUS 362A Applied Viola 2 Credits****MUS 363A Applied Cello 2 Credits****MUS 364A Applied String Bass 2 Credits****MUS 364B Applied String Bass 1 Credits****MUS 365A Applied Piano 2 Credits****MUS 365B Applied Piano 1 Credits****MUS 366A Applied Organ 2 Credits****MUS 367A Applied Percussion 2 Credits****MUS 368A Applied Voice 2 Credits****MUS 368B Applied Voice 1 Credits****MUS 368C Applied Voice 2 Credits****MUS 368E Applied Voice 2 Credits****MUS 369A Applied Composition 2 Credits****MUS 490 Independent Research and Study 1-4 Credits**

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1 to 4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing; good academic standing.

MUS 491 Internship in Music 1-4 Credits

Provides junior or senior music majors with the opportunity to gain practical experience working within a professional music environment. Students must be sponsored by a music professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MUS 493 Selected Topics in Music Perf 3 Credits

Intensive study of a particular topic in applied music for the intermediate to advanced student. Students are led to understand the historic and aesthetic elements in music through critical listening, performance, research, and class projects.

MUS 495 Selected Topics in Music 3 Credits

Studies specialized aspects of the literature, history, or theory of music, to supplement the established curriculum. Emphasis on creative investigative work and individual experiences in music.

MUS 498 Popular Music Culture Capstone 3 Credits

The capstone is an independent, student-led project resulting in a material product (recording/performance/event/presentation) that demonstrates a student's interests and skills in the area of popular music.

MUS 499 Senior Honors Program 3 Credits

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

Musical Theatre (MTR)

MTR 105 Musical Theatre Practicum 1 Credits

This course explores the literature of musical theatre vocal ensembles. It emphasizes examining a wide range of styles. This is a studio/academic class, not a performance ensemble.

MTR 109 Beginning Ballet I 1 Credits

This course introduces the basic elements of ballet technique. Technique is based on the five positions of the legs and feet, coupled with appropriate arm positions. The class consists of a basic ballet barre warm-up that includes stretching and developing strength and turn-out used in dance positions and combinations. Instruction includes jumping, turning, and connecting steps with movement. Ballet terminology is addressed.

MTR 110 Ballet II 1 Credits

Continuation of MTR 109, building upon techniques learned in that course.

Prerequisite(s): MTR 109.

MTR 111 Musical Theatre Lab 0 Credits**MTR 112 Advanced Ballet I 1 Credits**

Continuation of MTR 109, building upon techniques learned in that course.

MTR 113 Beginning Ballet II 1 Credits

Intermediate ballet, expanding upon Ballet I and concentrating upon the American lineage of ballet training.

MTR 114 Advanced Ballet II 1 Credits

Continuation of MTR 113. Intermediate ballet, expanding upon Ballet I and concentrating upon the American lineage of ballet training.

MTR 120 Hist of American Music Theater 3 Credits

The history of the American Musical from the first American production in 1750 of Gay's *The Beggar's Opera* up to the present will be traced. Emphasis will be placed upon those common elements which are solely intrinsic to the American stage. Developments and imported ideas (e.g., *The British Invasion*) will be highlighted.

MTR 131 Music Theory for MT 3 Credits

Teaches students to understand musical form, structure, melody, rhythm and harmony by applying these concepts to musical theatre literature. Includes full analysis of musical theatre songs. Required in the first year.

MTR 132 Group Piano 1 Credits

Offers the musical theatre student appropriate keyboard technique to play any vocal part and to play a rudimentary accompaniment. Required of all second-year students.

Prerequisite(s): MTR 131.

MTR 133 Sight Singing for MT 3 Credits

Intensive class in reading music, designed for musical theatre students. Traditional solfeggio techniques used with musical theatre texts whenever possible. Required of first-year students.

Prerequisite(s): MTR 131.

MTR 207 Music Theater Vocal Coaching 3 Credits

Vocal coaching and repertoire preparation with a focus in developing the skill sets required to research and prepare music theater repertoire. Special emphasis is given to creating and maintaining the professional audition book. Open to music theater majors only.

Prerequisite(s): MTR 101.

MTR 209 Tap Dance I 1 Credits

Introduction to the basic elements of tap dancing. Tap technique is geared to enhance rhythm and motor skills, basic elements that will be used to connect several steps and movements into combinations. Other variations such as "soft shoe" or "clogging" are included.

MTR 210 Tap Dance II 1 Credits

Continuation of MTR 209. Combinations most often used in music theater productions are emphasized.

Prerequisite(s): MTR 209.

MTR 211 Ballet III 1 Credits

Intermediate ballet, expending upon Ballet II and concentrating upon the American lineage of ballet training.

Prerequisite(s): MTR 110.

MTR 212 Ballet IV 1 Credits

Continuation of MTR 211. Intermediate ballet, expanding upon Ballet III and concentrating upon the American lineage of ballet training.

Prerequisite(s): MTR 211.

MTR 215 MT Performance: Song as Text 3 Credits

In this course the student will learn how to develop a performance of musical text by making doable, actable choices and applying those choices to musical monologues – solo songs.

Prerequisite(s): THE 110.

MTR 216 Acting for Music Theater I 3 Credits

This professional skills course, intended for music theater majors, builds upon the student's previous acting training. Through various exercises and activities (both individual and group), the student will begin to develop a clear method for preparation that addresses first their own instrument, and then (through various methods of analysis) the character and the play. Students will begin to utilize and apply the studied techniques and exercises to simple monologues and a scene. Behavioral truth will precede the more sophisticated studies of emotional truth.

MTR 217 Acting for Music Theater Major II 3 Credits

Continuation of MTR 216. Methods for preparation are expanded as students learn and experience techniques for exploring and developing characters. This semester will focus on the application of the skills and acting techniques studied in the first semester to the needs of dramatic and sung material. Students are expected to synthesize content and skills acquired in the Speech for the Actor, Body Awareness and Movement classes.

Prerequisite(s): MTR 216.

MTR 218 Musical Theatre Scene Study I 3 Credits

Scene study class exploring the literature of the musical theatre – emphasis placed on two- and three-character scenes. Required of all second-year students.

Prerequisite(s): THE 208.

MTR 219 Musical Theatre Scene Study II 3 Credits

Further exploration of scenes in the musical theatre literature – emphasis on more complex scenes. Required of all third-year students.

Prerequisite(s): MTR 218.

MTR 251 Styles and Genres I 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Standard, Classical, and Traditional periods of musical theater. Composers to be studied will include Rodgers and Hammerstein, Lerner and Loewe, Kern, Berlin, Gershwin, Porter, Arlen, Blitstein and Weill.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 252 Styles and Genres II 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary (Non-Pop/Rock) period of music theater. Composers to be studied will include Sondheim, Styne, Kander and Ebb, Guettel, Matby and Shire, and Bernstein.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 253 Styles and Genres III 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary, Pop/Rock period of music theater. Composers to be studied will include Webber, Schwartz, Fenn, Flaherty, Menkin, Brown, LaChiusa, and Lipppa.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 255 Musical Theatre Repertoire I 3 Credits

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers through the 1950s. The thrust of this class is split between studio work and academic work.

Prerequisite(s): THE 106, THE 208.

MTR 256 Musical Theater Repertoire II 3 Credits

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers since the 1950s. The thrust of this class is split between studio work and academic work.

Prerequisite(s): THE 106, THE 108.

MTR 307 Tap III 1 Credits

This course is designed for the moderately advanced tap dancer. Course to be taken in the fall.

Prerequisite(s): MTR 210.

MTR 308 Tap IV 1 Credits

The course will allow the more advanced student to complete the work begun in Tap III.

Prerequisite(s): MTR 307.

MTR 309 Beginning Jazz Dance I 1 Credits

Based upon the ballet foundation, this course explores the expressive style of jazz dance, and basic Western theatrical dance forms and social dances used most often on the stage.

Prerequisite(s): MTR 109.

MTR 310 Jazz Dance II 1 Credits

Continuation of work begun in MTR 309.

Prerequisite(s): MTR 309.

MTR 311 Jazz Dance III 1 Credits

This course continues the work begun in MTR 309 and 310.

MTR 312 Advanced Jazz Dance II 1 Credits

This course continues the work begun in MTR 309, MTR 310 and MTR 311.

Prerequisite(s): MTR 311.

MTR 313 Ballet V 1 Credits

Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills.

Prerequisite(s): MTR 212.

MTR 314 Ballet VI 1 Credits

Continuation of MTR 313. Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills.

Prerequisite(s): MTR 313.

MTR 315 Advanced Jazz Dance I 1 Credits

Continuation of work begun in MTR 309.

MTR 316 Beginning Jazz Dance II 1 Credits

This course continues the work begun in MTR 309 and 315.

MTR 317 MT Auditions:Preparation/Tech 3 Credits

This course, building upon skill-sets established in the Music Theatre singer-actor curriculum, will introduce and hone the required skill-sets for preparing to audition in Music Theatre. Genres and styles of music most often required for auditioning in the industry will be prepared and explored. An audition "book," based upon the demands of the industry, as well as the most suitable material for each student will be built. When appropriate, guests from the industry will be invited to present master classes and evaluations in a "mock audition" process.

Prerequisite(s): MTR 207, MTR 216, MTR 217, MTR 492.

MTR 318 Advanced Jazz Dance II 1 Credits

This course continues the work begun in MTR 309, MTR 315 and MTR 316.

MTR 319 Jazz Dance III 1 Credits

This course continues the work begun in MTR 318.

MTR 320 Jazz Dance IV 1 Credits

This course continues the work begun in MTR 319.

MTR 335 Speech for the Actor 3 Credits

This course introduces and develops speech techniques, specifically in the areas of relaxation, posture and alignment, respiration, phonation, support, registration, resonance, and articulation. Students learn to consistently produce a free, resonant, fully supported speaking voice. Exercises will increase flexibility and range of speaking and will foster heightened responsiveness to feeling. Regular practice in the delivery of both impromptu and prepared monologues is required. This course includes studies in Neutral American Speech.

MTR 402 Directing Music Theater/Opera 3 Credits

This elective course investigates how conceptual ideas and the process of script analysis are used in putting together a music theatre production for performance. Instruction includes staging ideas and elements needed for a complete production. Other theatrical aspects of choreography, properties, costumes, lighting, and set design are addressed. It is recommended that students complete MTR 496 before taking MTR 402.

MTR 411 Musical Theatre Ensemble 1 Credits**MTR 415 Musical Theatre Dance I 1 Credits**

First capstone course in the Musical Theatre dance sequence. Practical and historical study of Broadway dance styles; main focus on jazz idiom. Emphases placed on technique, performance quality, and auditioning skills.

Prerequisite(s): Completion of Ballet, Tap, and Jazz requirements; senior standing.

MTR 416 Musical Theatre Dance II 1 Credits

Second capstone course in the Musical Theatre dance sequence. Continuing study of Broadway dance styles. Emphasis is placed on technique, performance quality, and auditioning skills.

Prerequisite(s): MTR 416.

MTR 480 Dance for Performing Artist 3 Credits

This course is a culmination of the dance elements and forms studied in ballet, tap, and jazz dance. Context areas include movement used most often in performance of music theater and movement fundamentals applicable to all aspects of presentation and principle to refine and articulate the performer's awareness and use of the body through singing and dance. Performance issues and movement as a basis for music and sound production are addressed.

Prerequisite(s): MTR 209, MTR 309.

MTR 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

MTR 491 Internship in Music Theater 1-12 Credits

Provides junior or senior musical theatre majors with the opportunity to gain practical experience working within a professional environment. Students must be sponsored by a musical theatre or theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MTR 492 Singing Actor: Music Theater 3 Credits

This semester combines all dramatic and musical studies to create an authentic and believable character that is both emotionally truthful and musically expressive. Music is studied as “script” and dramatic choices are prepared in relationship to all elements present in the score.

Prerequisite(s): MTR 216 and MTR 217.

MTR 493 Music Theater Production 1 Credits

Preparation and performance of a solo or ensemble role in a fully staged music theatre production. Concurrent participation in stage crew activities is required.

MTR 493T MTR Production (tech) 1 Credits**MTR 496 Music Theater Workshop 3 Credits**

This class, building upon the foundational studies associated with preparation and exploration (both dramatic and musical), focuses on performances. Students are taught methods for synthesizing all former training in acting, music, and movement to the needs of the character and the play/score. Each student fully prepares at least two complete roles from the music theater repertoire. The class culminates in a performance of scenes—the Junior Cabaret!

Prerequisite(s): MTR 216, MTR 217, MTR 492.

Nursing (NUR)

NUR 400 Professionalism and Professional Values 3 Credits

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing. This course provides a foundation of concepts of professionalism to facilitate participation and engagement in professional or community-based organizations that advocate for quality and access to health care. Learning activities and assignments will focus on strategies for self assessment and self reflection of one's values, moral integrity, and ability to act professionally at all times in complex health care delivery environments.

NUR 401 Organizational and Healthcare Systems Leadership 3 Credits

This course provides a foundation of principles of leadership based on contemporary needs for qualified nursing leaders who can function and manage in complex healthcare delivery environments. Learning activities and assignments will focus on strategies for self-assessment and self-reflection of one's own leadership skills, knowledge, and attitudes that foster and promote nursing leadership in diverse healthcare delivery settings, and strategies for best practice in nursing leadership in the 21st century.

NUR 402 Scholarship in Evidence-Based Practice 3 Credits

This course provides a foundation of evidence-based research principles to translate evidence into practice and how research informs professional nursing practice to improve patient safety and outcomes. Learning activities and assignments will focus on strategies for learning how to assess scientific merit of data-driven research, apply evidence-based practice in appropriate ways, monitor and evaluate the impact of evidence-based practice on informed nursing practice and outcomes of care as well as collaborate with interprofessional health care teams to improve patient safety and outcomes in a variety of healthcare delivery settings.

NUR 403 Information Management and Application of Patient Care Technology 3 Credits

This course provides a foundation of information management and application of patient care technology to enhance and improve patient safety and outcomes by examining linkages between information management systems and patient care technologies that support and are linked to safe nursing practice. The course examines how technology is used to inform nursing practice and enhance patient safety by applying safeguards and decision making support tools embedded in the technologies. Students are exposed to effective clinical information systems (CIS) to document nursing care, examine the ethical components of protecting patient information, challenges with data security, regulatory requirements, confidentiality and rights to privacy as well as examine the role of the professional nurse in updating and garnering information management resources and applying them in patient care settings.

NUR 404 Healthcare Policy, Finance, and Regulatory Environments 3 Credits

This course provides a foundation of U.S. healthcare policy, including financial and regulatory policies, as well as the nature and functioning of the U.S. healthcare delivery system. There is emphasis on policy processes at the organizational, local, state, national, and global levels. Learning activities and assignments focus on strategies for learning how to assess the role of the baccalaureate-prepared nurse in policy formation and reformation at all levels, demonstrating understanding of the political process at all levels, developing effective advocacy strategies for vulnerable populations, how to identify and influence key stakeholders in the policy process, the importance of effective communication of key healthcare issues, and how to influence change in the political process at all levels when there is social injustice.

NUR 405 Interprofessional Collaboration and Communication for Improving Healthcare Outcomes 3 Credits

This course provides a foundation of key concepts essential to promotion of effective interprofessional collaboration and communication for improving healthcare outcomes and patient safety. There is emphasis in the course on examination of the roles and perspectives of scope of practice for selected healthcare disciplines in intra-and interprofessional healthcare teams to improve healthcare outcomes and promote patient safety, and on effective strategies for advocacy and communication patterns in healthcare delivery settings as healthcare professionals develop trust and respect for all members of the healthcare team while recognizing unique differences and contributions of roles to patient safety and outcomes.

NUR 406 Population Health Promotion and Prevention Across the Lifespan 3 Credits

This course provides a foundation of key concepts essential to population-focused nursing, the aggregate, community or population as the unit of care. The focus of the course is on health promotion/disease prevention with emphasis on the professional nurse role in clinical prevention of disease and care of populations applying concepts of primary, secondary, and tertiary health promotion across the lifespan, identifying determinates of health, prioritizing primary prevention across the lifespan, actively identifying and targeting populations benefitting from evidence-based preventive initiatives and clinical preventive guidelines, assessment strategies for individuals and populations, applying evidence-based practice to health promotion/risk reduction, and being an advocate for vulnerable and disenfranchised populations without resources or a voice.

NUR 407 Cultural Diversity in a Global Society 3 Credits

This course provides a foundation of key concepts essential to nursing care and professional nursing leadership in assessment, planning, design, implementation, and evaluation of the knowledge, skills, and attitudes they must have as leaders of healthcare delivery focusing on improved system safety and effectiveness. There is particular emphasis on the nursing leadership role at the baccalaureate level for nursing to recognize, interrupt, evaluate, and correct healthcare errors and to implement safety principles and work with others to create a safe, caring environment for every healthcare delivery encounter as they provide care themselves, are acting in a leadership capacity, or are overseeing and delegating to other non-licensed assistive personnel. The course content focuses on identification, assessment, planning, design, and evaluation of evidence-based practice change to improve patient safety and outcomes.

NUR 408 Gerontological Nursing Concept 3 Credits

This course provides a foundation of key concepts essential to care of an aging population in a complex society. Given the diverse health status of the aging population, professional nurses must be able to develop competencies to provide high quality care to aging adults and their families or significant others. Specifically the course focuses on increased diversity and complexity of an aging society and selected health care needs, life transitions of aging adults, normal body system changes occurring with the aging process, the professional nurse role in principled care provided to a vulnerable population, and the role of the professional nurse as advocate and caregiver promoting the concepts of quality end-of-life care for aging adults, including pain and symptom management honoring the autonomy and self-wish of the aging client.

NUR 409 BSN Capstone Evidence - Based Microsystem Practice Change 3 Credits

This course provides a foundation for the baccalaureate nurse to have a solid understanding of the concepts of organizational and systems leadership, quality improvement, and safety that are essential to promoting high quality patient care impacting patient safety and outcomes. Professional nursing leadership skills are needed that emphasize ethical and critical decision-making, initiating and maintaining effective partnerships and working relationships, initiating and maintaining mutually respectful communication and collaboration skills within interprofessional healthcare teams, care coordination, delegation, and developing effective conflict resolution and consensus building strategies. Professional BSN nurses must be able to practice at the clinical microsystem level within ever changing, dynamic healthcare delivery settings and this course prepares the baccalaureate-prepared professional nurse with this knowledge, skills, and competencies to implement safety principles and work collaboratively with others on the interprofessional healthcare team to lead and participate in creating a safe, caring environment for healthcare delivery so every patient encounter is a safe, effective, and positive one through a 90-hour practicum in a selected healthcare organization.

Philosophy (PHL)

PHL 100 Plato and Aristotle 3 Credits

The beginnings of Western scientific and humanistic thought among the early Greeks and their progress into the two great systems of Plato and Aristotle. Selections from Plato and Aristotle are read and discussed to determine the meaning and significance of philosophical ideas that have subsequently influenced the whole history of Western civilization. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 101 Logic and Language 3 Credits

A study of the logical structure of argumentation in ordinary language, with an emphasis on the relation of logic to the uses of language in practical affairs. Traditional informal fallacies are studied as well. Discussions explore the nature of validity, truth, meaning, and evidence in relation to the evaluation of arguments.

PHL 102 Philosophical Thinking 3 Credits

An introduction to philosophical thought with an emphasis on the enduring questions and problems of philosophy. We will explore such questions as: how do I know I am not dreaming? Is there an external world? What is truth? Is there a self? Is there a God? What is the relationship between the mind and the body? How can I tell right from wrong? What makes government legitimate? What is justice? What is the meaning of life? We will consider answers to these questions from diverse philosophical traditions, reading such philosophers as Plato, Descartes, Zhuangzi, Hume, Vasubandhu, Berkeley, Aquinas, Avicenna, Udayana, Kant, Mill, Russell, Camus, and Nishitani. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 110 Logic and Language 3 Credits

A study of the logical structure of argumentation in ordinary language, with an emphasis on the relation of logic to the uses of language in practical affairs. Traditional informal fallacies are studied as well. Discussions explore the nature of validity, truth, meaning, and evidence in relation to the evaluation of arguments. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 115 Ethics 3 Credits

A combined historical and systematic analysis of the problems of ethics. Such problems as the nature and meaning of moral values and judgments, moral responsibility and freedom, conscience and happiness, the good life, and the relativity of value, are explored through the writings of such philosophers as Plato, Aristotle, Aquinas, Kant, Mill, and Nietzsche. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 120 American Philosophy 3 Credits

The development of philosophical thought in the United States from the colonial era to the 20th century. Studies such thinkers as Edwards, Jefferson, Emerson, Thoreau, Peirce, James, Dewey, and King, and their ideas on human nature, free will, religion, morality, and politics. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 125 Philosophies of Education 3 Credits

Studies classical and contemporary theories of the nature, structure, and aims of education, including major works of such philosophers as Plato, Rousseau, and Dewey. The course will also introduce students to methods of critical philosophical analysis. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 130 Political Philosophy 3 Credits

An introduction to the problems of political philosophy with an emphasis on recent and contemporary issues, such as the conflict between liberal and conservative ideologies, fascism, revolution, civil disobedience, and the concept of legitimate political authority. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 202 Social Philosophy 3 Credits

Emphasizes social ethics through critical studies of such contemporary problems as abortion, euthanasia, the death penalty, pornography and censorship, animal rights, drug use, sexual morality, environmental ethics, and world hunger. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 203 Business Ethics 3 Credits

Surveys and examines ethical problems concerning the institutions and practices of contemporary business. Problems considered include: the conflicts of economic freedom and social responsibility; the relation of profits to work and alienation; the responsibilities of business to employees, minorities, consumers and the environment; the role of truthfulness in business practices; and the ethics of self-fulfillment and career ambitions. Readings selected from works of contemporary and historical philosophers, social theorists, and business people.

PHL 207 Asian Philosophy 3 Credits

A survey of the principal philosophical perspectives of Asia. Emphasis on the traditional Indian schools of Hinduism, Jainism, and Buddhism, Chinese Confucianism and Taoism, and the development of Zen Buddhism in China and Japan. Philosophical topics include: mystical experience, the ultimate nature of reality, the existence of a soul, the causes of human suffering, and the possibility of release, the nature of virtue and its development, and the nature of society and government. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 210 Symbolic Logic 3 Credits

An introduction to logic from the standpoint of modern symbolic methods, including techniques of formal deductive proof, quantification, the logic of relations, and properties of formal deductive systems. Discussions focus on philosophical issues in recent and contemporary logical theory. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 215 Environmental Ethics 3 Credits

A comprehensive introduction to environmental ethics that examines the major theoretical approaches, including anthropocentric (human-centered), zoocentric or sentientist (animal-centered), and biocentric or ecocentric (nature-centered) value systems, as well as the most important critiques of these ethical approaches. We will examine and analyze several classical ethical theories that are particularly relevant to a study of contemporary environmental controversies. We will also address specific issues such as biodiversity and wilderness preservation; human use of animals as food, entertainment, and research subjects; environmental racism and toxic dumping; sustainable development, population and consumption. Students will analyze and discuss the ethical dimensions of several contemporary environmental controversies. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 225 Modern Philosophy 3 Credits

Examines one of the most exciting periods in the history of philosophy during which philosophers from Descartes to Kant tried to come to terms with the following questions: What is knowledge? Can we know the physical world exists? Can we have scientific knowledge? Can we know God exists? Can we even know whether we exist? The works of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant are read and discussed. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 226 Limits of Reason: 19th Century Philosophy 3 Credits

Studies the nature and meaning of reason, freedom, individuality, and society in the writings of philosophers such as Fichte, Hegel, Schopenhauer, Emerson, Thoreau, Comte, Mill, Spencer, Marx, and Nietzsche. Examination of the impact of such philosophies as the dialectical theory of history, transcendentalism, evolutionary theory, positivism, and existentialism on ideas about the nature and limits of human reason.

PHL 230 Philosophy of the Sexes 3 Credits

Studies philosophical views of the differences between the sexes, sexual equality, love, marriage, and the family from ancient Greece to the 20th century. Texts from the contemporary women's and men's movements will also be examined. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PHL 252 The Nature of Art 3 Credits

An inquiry into the nature of art, creativity, aesthetic experience, and value. Special attention to the importance of art in relation to the nature of man and society. Readings from classical theories of art (Plato, Hegel, Schopenhauer, Croce, Santayana), as well as from contemporary analyses of 20th-century art.

PHL 300 Philosophy and Civilization 3 Credits

An investigation of the rise and fall of civilizations in history, studying philosophical questions such as is history cyclical? Linear? Progressive? Directed toward a final goal? What is the role of the individual in history? Of economic, political, sociological, and psychological causes? Does history have a meaning? The works of St. Augustine, Vico, Hegel, Marx, and Toynbee, and the contemporary debate about the "clash of civilizations" between Islam and the West will be discussed.

PHL 303 Philosophy of Law 3 Credits

An examination and analysis of selected topics including classical and contemporary theories in the philosophy of law and moral philosophy. Such topics as the nature of the law and legal reasoning, the legal enforcement of morality, protection of personal liberty, and the moral justification of punishment are considered. Such philosophers as Aquinas, Austin, Holmes, Bentham, Hart, and Dworkin are read and discussed.

PHL 304 Medical Ethics 3 Credits

Introduces the student to ethical problems associated with the practice of medicine, the pursuit of biomedical research, and health care social policy. The course will explore such issues as: Is a physician morally obligated to tell a terminally ill patient that he or she is dying? Is society ever justified in enacting laws that would commit an individual, against his or her will, to a mental institution? Does society have a moral obligation to ensure that all its members have access to health care? To what extent, if at all, is it ethically acceptable to clone a human being? Under what conditions is human experimentation ethically acceptable?

PHL 305 Philosophy of Religion 3 Credits

An inquiry into the meaning, significance, and fundamental problems of religion as they appear in their philosophical perspective. The relation between religion and science, between faith and reason; religious experience, religious truth, and symbolism, etc. will be explored. Selections from the works of Anselm, Aquinas, Augustine, Paley, Hume, Kant, James, and Wittgenstein will be discussed.

PHL 310 Problems in 20th-Century Philosophy 3 Credits

Consideration of major philosophical movements in the 20th century such as phenomenology, existentialism, pragmatism, and analytic philosophy. Within these movements such topics as the function of analysis, language and meaning, the nature of values, the nature of persons, the synthetic-analytic distinction, the mind-body problem, and the possibility of metaphysics are considered. The work of such figures as Wittgenstein, Russell, Heidegger, Husserl, Sartre, Whitehead, and Dewey are read and discussed.

PHL 315 Existentialism 3 Credits

Historical development and contemporary problems of existentialism with emphasis on the nature of man, his ability to know his situation, the relation between existence and essence, and the meaning of human life and activity. The works of such figures as Kierkegaard, Sartre, Heidegger, Camus, Kafka, Beckett, Buber, Laing, and Frankl are read and discussed.

PHL 320 Philosophy of Science 3 Credits

The logic of fundamental concepts of science and scientific methods are studied. Patterns of explanation are examined to understand the functions of laws, theories, and predictions in science. Inquiry is made into the relation between mathematics and empirical science; similarities and distinctions between the natural and social sciences. The role of science in human affairs and the value of scientific knowledge.

PHL 334 Theories of Knowledge 3 Credits

An investigation of selected, representative theories of knowledge from classical and contemporary sources. Considers the analytic-synthetic distinctions, necessary truth, and the foundations of empirical knowledge. Such philosophers as Leibniz, Hume, Kant, Russell, and Quine are read and discussed.

PHL 336 Philosophy of Mind 3 Credits

An investigation of the nature, existence, and capacities of the mind and self in the light of recent philosophical and psychological theories, including psychoanalysis and behaviorism. Considers such topics as the interaction of mind and body, the unconscious, minds and machines, freedom of thought and action.

PHL 343 Theories of Reality 3 Credits

An examination of metaphysical problems with an emphasis on philosophical views of human nature from ancient Greece to contemporary evolutionary theories. The writings of such classical, modern, and contemporary figures as Plato, Aristotle, Descartes, Kant, Hegel, and Darwin are read and discussed. Issues studied include the relation between mind and matter, freedom and determinism, and the existence of God.

PHL 348 Indian Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of India. Emphasis on the disputes between the traditional Hindu and Buddhist schools of the classical period over logic, knowledge, and reality. Philosophical topics include: skepticism, the problem of universals, realism and idealism, the nature of perception, the problem of induction, the nature of causality, and the problem of identity over time. Philosophers such as Nagarjuna, Vasubandhu, Vatsyayana, Dharmakirti, and Udayana will be read and discussed.

PHL 358 Chinese Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of China. Emphasis on the political philosophies of ancient China. Topics include: human nature and the development of virtue, the nature and purpose of government, and the cognitive value of mystical experience. Philosophers such as Confucius, Laozi, Xunzi, Mencius, Mozi, and Zhuangzi will be read and discussed.

PHL 360 Contemporary Ethics 3 Credits

An examination of recent and contemporary challenges to traditional ethical theory including such movements as logical positivism, cultural relativism, feminism, environmentalism, multiculturalism, and postmodernism. Such problems as the meaning and cognitive status of value judgments, the relation between fact and value, the relativity of values, and how value judgments can be justified are considered.

PHL 368 Japanese Philosophy 3 Credits

Consideration of major movements in the philosophical tradition of Japan, with an emphasis on Zen Buddhism in Medieval Japan and the Kyoto school in the 20th century. Topics include: the use of meditation and koans in Zen practice, the relationship between practice and enlightenment, the nature of time, meaning and nihilism, and the relationship between science and religion. Philosophers such as Kukai, Mumon, Dogen, and Nishitani will be read and discussed.

PHL 402 Nietzsche and Nihilism 3 Credits

A seminar dealing with Nietzsche's provocative ideas on nihilism and the possibility of creating meaning, value, and truth for human existence. Many of his important works are read, analyzed, and critically discussed. Recent scholarly interpretations of Nietzsche's philosophy are considered.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 404 Philosophy of Wittgenstein 3 Credits

Seminar involving a concentrated study of Wittgenstein's contributions to philosophy with special attention to his analysis of language, meaning, and mental concepts.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 406 Philosophy of David Hume 3 Credits

Seminar involving a concentrated study of Hume's contributions to philosophy, including his work on epistemology, metaphysics, ethics, philosophy of science, and philosophy of religion.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 407 Philosophy of Hannah Arendt 3 Credits

Seminar involving a concentrated study of the philosophy of Hannah Arendt with special attention to her analysis of action, thought, and freedom.

Prerequisite(s): any previous philosophy course or permission of instructor.

PHL 408 The Philosophy of William James 3 Credits

Seminar involving a concentrated study of William James' contributions to philosophy with special attention to his pragmatism, pluralism, and radical empiricism. Many of James' philosophical works are read, analyzed, and critically discussed. Recent scholarly interpretations of James' philosophy are considered.

PHL 418 Great Buddhist Thinkers 3 Credits

Concentrated study of a single Buddhist philosopher, emphasizing the systematic views of that philosopher across a range of philosophical issues. Through an examination of primary sources in translation and recent scholarship, students will investigate the views and arguments of one important figure from the Buddhist philosophical tradition on a variety of philosophical problems regarding knowledge, existence, consciousness, religion, and ethics.

PHL 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

PHL 491 Internship in Philosophy 1-4 Credits

Students will work under supervision within an area hospital, corporation, or legal agency. The specific duties and tasks will be developed jointly by the intern, intern agency, and faculty supervisor. Within the hospital setting, students will work with the Hospital Medical Ethics Committee. Within the corporate setting, there will be two types of internships: students will work in the corporate office responsible for addressing the ethical issues that arise in the business environment; or students will work in a department that allows them to explore the potential business applications of their philosophic intellectual training. Within the legal setting, students will work with the federal magistrate, prosecutor, or public defender, exploring issues in the philosophy of law that arise in the practice of law. Students must have completed four philosophy courses, one at the 300 level, before applying for the internship. No more than six credits will be allowed toward graduation. A member of the department of philosophy will supervise the internship.

Prerequisite(s): juniors and seniors with a minimum of 2.7 cumulative GPA and 3.0 GPA in philosophy, or permission of the department of philosophy.

PHL 494 Preparation and Research for Senior Philosophy Thesis 1 Credits

Supervised by a faculty member, the Philosophy major chooses a topic, composes an outline and a bibliography. Must be completed prior to enrolling in PHL 495.

PHL 495 Senior Philosophy Thesis 3 Credits

In a tutorial setting, the Philosophy major will write a thesis which serves as the Capstone Experience in the Department.

Prerequisite(s): PHL 494.

Physics (PHY)

PHY 100 Principles of Physics I 3 Credits

Introductory noncalculus physics with applications for pre-professional, biology, and geological, environmental and marine sciences majors. Classical mechanics, energy, mechanical waves, fluid statics and dynamics, thermodynamics. Elements of modern physics are interwoven with those of classical physics from the beginning. Not open to chemistry, physics, or mathematics majors. Three hours of lecture per week. **Prerequisite(s):** MTH 105, MTH 210, MTH 211 or MTH 212. **Corequisite(s):** PHY 100L.

PHY 100L Principles of Physics I Lab 1 Credits

For students concurrently taking PHY 100. One three-hour lab per week. **Corequisite(s):** PHY 100.

PHY 101 Principles of Physics II 3 Credits

Continuation of Physics 100. Electrostatics, electricity, and magnetism; DC and AC circuits, physical and geometrical optics, introduction to elementary particle and quantum physics. Three hours of lecture per week. **Prerequisite(s):** PHY 100.

Corequisite(s): PHY 101L.

PHY 101L Principles of Physics II Lab 1 Credits

For students concurrently taking Physics 101. One three-hour lab per week.

Corequisite(s): PHY 101.

PHY 103 Science of Light and Color 3 Credits

An introduction to the science of light, color, and optics. Covers history of theories of light and vision, applications in art, photography, natural phenomena (rainbows, mirages, etc.), and modern technology, e.g., lasers and telecommunications. Many topics are illustrated by in-class demonstration experiments with lasers and other optical devices.

PHY 104 Energy, the Environment & Man 3 Credits

The many vital roles played by energy in the universe at large, on the earth, and in the activities of man are examined, including the basic sources of energy, the impact upon the environment due to these processes and possible future sources. A high school course in physics or chemistry is desirable but not necessary.

PHY 105 Matter, Forces, and Energy: A Exploration of Physics Concepts 4 Credits

An introduction to the basic principles of physics focusing on the concepts of matter, force, and energy. The course will study, in depth, simple physical systems chosen to emphasize the interconnection of these three basic concepts. It will explore the behavior of these simple physical systems using directed group exercises coordinated with hands-on laboratory activities. One three-hour lecture and one three-hour lab per week.

PHY 105L Matter, Forces and Energy Lab 0 Credits**PHY 180 Astronomy 3 Credits**

Examines mankind's quest to understand the origin and form of the universe. Emphasis on the ideas of modern cosmology and their impact on our changing perception of our place in the universe, making use of information gleaned by simply looking at the night sky as well as post Apollo-era views of the solar system and the evolving universe as a whole.

PHY 200 General Physics I 4 Credits

Introductory classical physics; Newtonian mechanics, including the conservation laws, wave motion, gravity, thermodynamics. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** MTH 210 or as corequisite.

Corequisite(s): PHY 200L.

PHY 200L General Physics I Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PHY 200.

PHY 201 General Physics II 4 Credits

A continuation of the concepts developed in Physics 200. Electricity, electrical circuits, magnetism, Maxwell's equations. Light and optics, including lenses, interference, and diffraction. Three hours of lecture and one three-hour lab per week. **Prerequisite(s):** PHY 200, MTH 211 or concurrent enrollment.

Corequisite(s): PHY 201L.

PHY 201L General Physics II Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PHY 201.

PHY 203 Introduction to Modern Physics 3 Credits

Covers space-time relativity, elementary particles, and basic quantum mechanics, including solutions of the Schrodinger wave equation. Applications of quantum theory in atomic, nuclear, and solid-state physics.

Prerequisite(s): PHY 201 or permission of instructor.

PHY 250 Scientific Computing 3 Credits

Introduces students to modern techniques and applications of scientific computing. Students will learn to write code in python, a popular, modern programming language used by scientists and industry around the world. They will also retrieve and analyze large datasets using SQL, a standard database language. Students will develop their own software and learn to manage it online using github, an online code repository.

PHY 300 Mechanics 3 Credits

Kinematics and dynamics of particles and systems, analysis of harmonic oscillator systems, normal modes, Lagrangian and Hamiltonian dynamics and classical waves are studied.

Prerequisite(s): PHY 201, MTH 250.

PHY 305 Electricity and Magnetism 3 Credits

Electro- and magnetostatics, fields and potentials, and boundary value problems are covered.

Prerequisite(s): PHY 201, MTH 250.

PHY 310 Advanced Electricity and Magnetism 3 Credits

Maxwell's equations; electromagnetic waves in vacuum and in material media; radiation, propagation, reflection, and refraction.

Prerequisite(s): PHY 305, MTH 308.

PHY 315 Thermodynamics and Statistical Mechanics 3 Credits

Thermodynamic systems; the first and second laws of thermodynamics; entropy and thermodynamic potentials; distribution of molecular speeds; Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac distributions.

Prerequisite(s): PHY 201.

PHY 320 Quantum Mechanics 3 Credits

Historical background; the Bohr Theory; the Schrodinger equation, its interpretation and applications; the uncertainty and exclusion principles; development of the formalism.

Prerequisite(s): PHY 300.

PHY 330 Basic Electronics 3 Credits

An experimental study of devices and circuits in analog and digital electronics. No previous experience with electronic circuits is assumed; introductory topics including signal acquisition, computer interfaces, and analog/digital signal processing will be covered. One hour of lecture plus two three-hour labs per week.

Prerequisite(s): PHY 201 or permission of instructor.

PHY 350 Advanced Laboratory 2 Credits

Experiments in atomic and nuclear physics, electricity and magnetism, and physical optics. Students have the opportunity to work intensively on a particular experiment. Minimum of five to six hours per week.

PHY 400 Atomic Physics 3 Credits

Quantum mechanics and the one-electron atom; atomic structure and optical spectra of multi-electron atoms. Quantum statistics, band theory of solids.

Prerequisite(s): PHY 320.

PHY 405 Fundamentals of Nuclear Physics 3 Credits

Nuclear mass and size; nuclear forces and some models of the nucleus; radioactivity and detection; subnuclear particles and resonances.

Prerequisite(s): PHY 320.

PHY 415 Physical Optics 3 Credits

Waves and the superposition principle; interference, Fraunhofer and Fresnel diffraction; electromagnetic nature of light; absorption and scattering; dispersion; polarization.

Prerequisite(s): PHY 201, MTH 250.

PHY 416 Modern Experimental Optics Lab 1 Credits

A laboratory course in geometrical and physical (wave) optics, designed to supplement the material presented in PHY 415. Serves as an introduction to the optical equipment and techniques that are employed in laboratory research. A series of experiments cover the topics of polarization, interference, image formation, Fourier optics and lasers, and optical spectroscopy.

Prerequisite(s): PHY 201.

PHY 450 Topics in Modern Physics 3 Credits

A selected topic of contemporary interest in physics, e.g., general relativity and gravity waves, is studied. Emphasis on current journal literature and research. May be taken more than once with departmental approval. An excellent introduction to independent research in one area of physics.

Prerequisite(s): PHY 201.

PHY 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in laboratory research. The student learns to organize material, use the literature, make precise measurements, and obtain reproducible data. If possible, the student will publish the results or present them at a scientific meeting.

PHY 491 Internship in Physics 1-4 Credits

A supervised research experience in an approved organization where qualified students gain real-world knowledge and utilize their academic training in a professional environment. Placement may be in private, public, non-profit, or governmental organizations under the guidance of a mentor. The mentor and student will have regular consultation with the departmental internship coordinator to assess the student's progress. Normally, 50 hours of internship per credit is required. The grade for the course will be determined by the student's overall performance in their research work, a research paper documenting their work with their internship mentor and an oral or poster presentation at the end of the semester.

Prerequisite(s): 2.5 GPA and permission of the instructor.

Political Science (POL)

POL 100 Introduction to American Politics 3 Credits

An examination of basic principles of the U.S. constitutional system; the operation of the democratic process; the organization, powers and procedures of Congress, the presidency and the federal judiciary; and the functions, services, and financing of the national government. Emphasis is on public issues, national priorities, and civil liberties. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum. Note: This course is cross-listed as HLS 100. Students may not get credit for both POL 100 and HLS 100.

POL 102 Understanding Politics 3 Credits

Introduction to the study of politics and government, including major political theories and ideologies, systems of government (i.e., presidential, parliamentary, authoritarian, totalitarian), public opinion and behavior, international relations and war, and contemporary policy issues. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

POL 200 NJ Government and Politics 3 Credits

Political institutions, processes, and problems of state and local governments of New Jersey. Analysis of legislative, executive, judicial, regulatory bodies, special districts, and autonomous agencies. Aspects of personnel, finance, and services.

POL 201 Policy Issues, Advocacy, and Budgeting 3 Credits

Surveys various domestic economic and social policy issues, the government budgeting process, and how citizens and groups advocate their interest through organizing, coalition-building and lobbying. Emphasis on developing practical skills in issue analysis, lobbying, legislative tracking, and public budgeting.

POL 202 The Political System - Theories and Themes 3 Credits

This course serves as a gateway to the subfields of comparative politics and international relations. The concept of the political system helps political scientists to organize political interrelations into patterns that allow systematic selection and interpretation of information and the study of processes and outcomes of politics in a variety of settings. The course introduces students to the main brands of normative theory prescribing the principles directing the operation of the political system, to some of the most important methods used to compare political systems and/or their components, and to the foremost approaches utilized in the study of the relations between political systems and their environments. Note: This course is cross-listed as HLS 202. Students may not get credit for both POL 202 and HLS 202.

POL 203 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective. Note: This course is cross-listed as HLS 203. Students may not get credit for both HLS 203 and POL 203.

POL 204 Development and Structure of the US Intelligence Community 3 Credits

This course provides a historical review of intelligence following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence, and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal, with emphasis placed on interpreting and writing intelligence summaries. Note: This course is cross-listed as HLS 204. Students may not get credit for both POL 204 and HLS 204.

POL 205 Introduction to Public Policy 3 Credits

The course provides students with an introduction to the study of public policy by linking the theoretical with the practical. The course focuses on three areas of analysis: 1) descriptive 2) evaluative and 3) prescriptive. Students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options. Last the course provides examples of public policy problems through the substantive policy areas of health, environment and education.

POL 206 Healthcare Regulation and Governance 3 Credits

Health Regulation and Governance explores the institutions, processes and actors involved in governing and regulating the healthcare system in the US. The course engages the topic through the lens of federalism by examining the role of the Executive, Legislative and Judicial branches of government in regulating and governing healthcare at the national level as well as the role of the states in this policy area. Students will not only be introduced to the structure of regulation and governance of healthcare in the US, but will also be able to contextualize contemporary issues in healthcare in order to not simply addresses problems in the sector, but to also begin to identify solutions to issues that impact the population.

POL 210 Public Opinion 3 Credits

Public opinion as a social force and as expression of public sentiment on political and social issues. Topics include: development and dissemination of opinions, the measurement of public opinion, public opinion and governmental processes, and the reciprocal relationship between mass media and public opinion. Note: This course is cross-listed as GLS 210. Students may not get credit for both POL 210 and GLS 210.

POL 215 Global Politics 3 Credits

The struggle for power, wealth, and order at the global level involving nation-states, intergovernmental organizations (such as the United Nations, the European Union, etc.), non-governmental organizations, transnational enterprises and other non-state entities, using military, economic, diplomatic, legal, and communication instruments. Overview of global problems such as the proliferation of weapons of destruction, ethnic and religious conflicts, human rights, and the global environment at the threshold of the 21st century. Real-time use of the Internet is an integral aspect of this course in terms of readings and assignments. (This course is a prerequisite for POL 295 Special Projects in Political Science: Model United Nations.) Note: This course is cross-listed as GLS 215. Students may not get credit for both POL 215 and GLS 215.

POL 216 Comparative Political Systems 3 Credits

A general introduction to types of government and political regimes of the world as they try to cope with the dual challenge of ethnic micropolitics and transnational globalization. Major prototypes of democracy: the British parliamentary system, the American separation of powers system, and various combinations of these two. Traditional autocracy, totalitarian dictatorships, and late 20th-century authoritarian regimes. Students are expected to acquire in-depth knowledge of comparative political systems, and to develop a basic understanding and appreciation of the major concepts and themes in comparative political systems studies.

POL 218 Asian Political Systems 3 Credits

(Formerly the Pacific Rim in the 21st Century) This course aims to provide students with an understanding of the fundamentals of the government, politics, economic development as well as the history and culture of countries along the Pacific Rim. The countries examined include China, Taiwan, Hong Kong, Singapore, Japan, South Korea and North Korea. Students are expected to understand 1) the democratization wave and efforts across the Pacific Rim countries and regions, 2) the economic development of these countries and regions and the consequential sociopolitical impact, and 3) concepts of political institutions and political culture in a comparative perspective.

POL 219 Terrorism, Revolutions, and Political Violence 3 Credits

Revolutions are the mad inspiration of history. Trotsky's characterization calls attention to three important dimensions of violent political participation: the historical settings, ideology, and emotional fervor of the practitioners. The course focuses on these dimensions by analyzing revolutionary and terrorist movements in the 20th century. Special attention is given to the use of violence in the post-Cold War new world disorder. Note: This course is cross-listed as GLS 219 and as HLS 219. Students may only get credit for one course: HLS 219, GLS 219, or POL 219.

POL 220 Terrorism & Counter Terrorism 3 Credits

This course introduces students to the arguments about the definition of terrorism, the historical use of terrorism and the roles of ideology, religion, and psychological factors that help explain and predict it. The course seeks to identify the components of national security policy aimed at countering such elements and their cost, both in financial and civil right terms. Finally, to illuminate both the definition and the policies discussed, the course will offer brief comparisons with other states, especially Israel, the UK, and Russia.

POL 225 Nationalism in World Politics 3 Credits

Nations and nationalism. An overview of nationalistic manifestations in the world today. Nations, states, nation-states. Multinational states, stateless nations. Imperialism, anti-imperialism; nativism vs. internationalism and globalism. Topics include nationalisms in the Holy Land; in the former Yugoslavia; in the former Soviet Union and its successor states; and economic Nationalism vs. Globalization. Note: This course is cross-listed as GLS 225. Students may not get credit for both POL 225 and GLS 225.

POL 230 Methods of Political Analysis 3 Credits

An overview of the various qualitative and quantitative methods that political scientists use to study their discipline. Themes include analyses of political participation and support, methods of studying elections, measures of political tolerance and liberalism.

POL 235 Race and Ethnicity in American Politics 3 Credits

Examines the changing political, economic, and social situation of racial and ethnic groups in American politics since the 1950s. Topics include the relationship between race/ethnicity and voting behavior, political parties, and election results. Includes an analysis of specific areas of contemporary racial and ethnic conflict, such as voting rights, immigration, and affirmative action.

POL 239 Political Thinkers & Thought 3 Credits

A survey of the most significant political thought from ancient times into the modern era. Subject matter includes discussion of such questions as the nature of freedom, natural law and right, constitutionalism, political obligation, justice, form of regime.

POL 247 Political Campaigning 3 Credits

This course entails the study of campaigning for political office at the federal, state and local levels in the United States. While attention will be given to how the broader political environment and specific factors, e.g., the decline in partisanship, hot button issues, local interests, and money, affect the nature of campaigns, the course's primary focus will be on how to organize and conduct a successful and ethical campaign, including how to collect and analyze pertinent data, manage a staff, develop a communications plan, and get out the vote.

POL 255 European Politics 3 Credits

A comparative analysis of the social and political systems of Britain, France, Germany and other Western countries within the European framework. Emphasis will be on the identification of ways in which countries similar in social characteristics are also similar in their political systems and on the extent and circumstances under which they differ. Similarities and contrasts will also be drawn with political structures and processes in the United States. This course, on occasion, may contain an optional travel component during January.

POL 260 Politics of Law and Order 3 Credits

The constitutional, legal, political, and administrative aspects of the criminal justice system in the United States are studied, including the court system at all levels of government, law enforcement agencies, correctional programs and institutions, probation, parole, and the relationship of our legal institutions to the broader political system.

POL 267 China in Transition 3 Credits

This course aims to provide students with an understanding of the history, government, politics, economic development as well as political culture of the People's Republic of China. Students are expected to acquire in-depth knowledge of China's political history, government structure and China's economic development and consequential sociopolitical impact. At the same time, students are expected to develop a basic understanding of the concepts of studying Chinese political institutions and political culture in a comparative perspective.

POL 270 Interest Groups and Lobbying 3 Credits

The course will introduce students to the area of interest groups and lobbying. Topics to be covered include theoretical developments, methodological approaches of group formation, organizational maintenance, and strategies used to influence public policy in the executive, legislative, and judicial branches of government.

POL 272 Politics of Latin America 3 Credits

The course will begin by discussing Latin American nations from the point of view of their common ancestry in European colonization, including the ways in which European cultural and economic patterns were introduced into indigenously populated areas, how these persisted after independence from European imperialist regimes and the U.S., and how these legacies have their continued effects into the present. The course continues with inquiry into the domestic politics and governmental systems of a number of Latin American nations. The course also takes up present day relations between Latin American political systems, the United States, and various organizations of the global economy such as International Monetary Fund, the World Bank, and the World Trade Organization.

POL 280 Sex & Politics 3 Credits

The bearing of gender upon politics: whether political activity is more characteristic of one or the other sex; the comparative fates of male and female in political society; the political implications of change in the content and mutual status of masculinity and femininity. Inquiry into classical, traditional, and contemporary views.

POL 295 Special Topics in Political Science 3 Credits

For non-seniors who engage in serious research in political science. Topic to be approved by instructor and department chairperson.

POL 300 U.S. Constitutional Law 3 Credits

The role of the Supreme Court in the American political system is assessed. Topics include the staffing and functioning of the Supreme Court and the federal judicial bureaucracy, the origins and development of judicial review, and the role of the Supreme Court in national policy-making. Note: This course is cross-listed as HLS 300. Students may not get credit for both HLS 300 and POL 300.

POL 301 Civil Liberties in the U.S. 3 Credits

The American doctrine of civil liberties in theory and practice. Emphasis on analyzing the freedoms of speech, press, assembly, and religion, the right of privacy, and the problem of discrimination in the context of contemporary issues and problems. Particular attention to the role of the Supreme Court in this area. Note: This course is cross-listed as HLS 301. Students may not get credit for both HLS 301 and POL 301.

POL 304 Political Behavior: Fear, Risk and Crisis 3 Credits

The course focuses on various analytical approaches in behavioral political science. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior-e.g., voting/non-voting, the formation of political partisanship and ideology, issue perceptions, responding to risk and uncertainty in the political environment, and engaging in civic political participation. Note: This course is cross-listed as HLS 304. Students may not get credit for both POL 304 and HLS 304.

POL 305 Political Parties and Electoral Behavior 3 Credits

The structure, character, and functions of U.S. political parties and pressure groups, and their impact on public policy. Parties are analyzed within the broader scope of organizational theory and comparative party systems. Major emphases on their historical origins, their role in contemporary political life, and particular aspects of party politics—local organization, membership, campaigning and elections, policy-making roles, and leadership.

POL 306 Political Film 3 Credits

This course analyzes the structure, history, and impact of the genre of political film. It begins with a discussion of how one distinguishes a political film from other forms of cinema. It then proposes insights into the manner in which these films evoke a particular time and place in politics, affect the viewer's interpretation of a political event or figure, and have an effect upon a viewer's political perceptions or behavior. The student will also learn to review films critically, both as political statements and as effective (or ineffective) conveyors of political messages. Note: This course is cross-listed as GLS 306. Students may not get credit for both POL 306 and GLS 306.

POL 307 Political Communication 3 Credits

The meaning and uses of political communication are examined, the manner and forms such communication takes, and the history of political discourse. Major topics include the role of communication in elections and the development of public policy, how political communication strategies have changed with the rise of mass media, and the development of national and international publics for discourse. Note: This course is cross-listed as GLS 307. Students may not get credit for both POL 307 and GLS 307.

POL 309 Will China Be Next Superpower? 3 Credits

This course has two focal points: one is the rise and fall of great powers in the history of world transformation; the other is China's whereabouts in this transition. The former deals with a group of International Relations theories, which focuses on systematic transformation. Students are expected to learn extant theoretical knowledge on how and why a great power rises and falls. The latter is our empirical referent. Students are led to study China's contemporary history, geopolitics, political economy, and international relations as to make a learned connection between theoretical wisdom and practical data on China. This course will provide students with a better understanding of China in general and its superpower status in the making in world politics in particular, offer students a chance to review the sources and consequences of different national approaches to greatness, and help students find his or her own analytical framework for understanding international political events that may have transforming effects in Northeast Asia as well as on the world stage. This course is cross-listed as GLS 309. Students may not get credit for both POL 309 and GLS 309.

POL 312 Congressional Politics 3 Credits

An intensive analysis of the legislative process in the United States, considering both the internal organization and operation of Congress, and Congress' role in the broader American political system. Fundamental issues include the theory and practice of representation; the committee system, seniority and expertise; executive and legislative interaction; and the politics of congressional reform.

POL 313 American Presidency 3 Credits

A description and analysis of the American presidency: its historical development, the internal organization, and ecological context. Basic issues include the intent of the framers of the Constitution, the historical accumulation of presidential powers, and institutional limits on presidential power (e.g., Congress and the bureaucracy).

POL 314 Congressional Power and National Security Policy 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. Particular attention is paid to the role of the US government being able to balance individual rights and liberties within the national security state. Last, the course also takes an in-depth analysis of the U.S. Congress, looking comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror? Note: This course is cross-listed as HLS 314. Students may not get credit for both HLS 314 and POL 314.

POL 315 Global Issues 3 Credits

Military, economic, demographic, and environmental threats to global security in the post-Cold War era. Forces of transnational integration vs. forces of intrastate fragmentation. Inadequacy of international law and organization to deal with these problems within the confines of the sovereign nation-state system. Note: This course is cross-listed as GLS 315. Students may not get credit for both POL 315 and GLS 315.

POL 316 Presidential Power and National Security Policy 3 Credits

This course examines the development of the National Security State since the Second World War, and the ways in which it has affected, and been affected by, the Federal Executive. Topics to be covered will include the post-World War II redefinition of "national security", the Cold War (with a special focus upon war powers during Korea and Vietnam) and the changes that have occurred with the "War on Terror." Note: This course is cross-listed as HLS 316. Students may not get credit for both POL 316 and HLS 316.

POL 317 Model United Nations 3 Credits

For non-seniors who engage in serious research in political science. Topic to be approved by instructor and department chairperson.

POL 320 Politics of the Middle East 3 Credits

The course emphasizes the relationships between social and political structures, the role of religion, and the problems of modernization in the Middle East. Similarities and contrasts will be drawn between the Arab and non-Arab countries of the Middle East. The political systems of Egypt, Syria, Israel and Saudi Arabia are examined in terms of political culture, structure, and political processes.

POL 321 International Law 3 Credits

This course covers the basic doctrines of international law and their relationship to the contemporary international community. These include the jurisprudence of international law; the history of the international legal system; customary international law; Treaty law; sovereignty, statehood and recognition; jurisdiction and immunities; the role of international organizations; international criminal responsibility; and the relationship of the international legal system to the U.S. domestic legal system. The objectives of international law are to foster the peaceful settlement of disputes; facilitate transnational communication and commerce; encourage respect for human rights; as well as to preserve the environment. This course is cross-listed as GLS 321. Students may not get credit for both POL 321 and GLS 321.

POL 325 Public Administration 3 Credits

Public administration in modern society, emphasizing the administrative formulation of public policy and its implementation. Attention on who gets what, when, and how from the decisions of administrative units; the role administrators have in policy-making compared to elected legislators, chief executives and judges; the effect administrators have on the benefits citizens receive from government; and the effect administrators have on citizens' behavior. Note: This course is cross-listed as HLS 325. Students may not get credit for both HLS 325 and POL 325.

POL 326 Power in American Politics 3 Credits

Examines various explanations of who has power in American politics. Explores the roles of appointed and elected officials, business and interest groups, the media, and the general public in shaping public policy. Special attention to political change, including the impact of broad social movements on the responsiveness of the political system.

POL 327 Contemporary Issues in American Public Policy 3 Credits

An in-depth examination of current issues in American politics. Drunk driving, political corruption, drug policy, education, and poverty are among the issues to be considered. Emphasis on analyzing policy problems and on developing and evaluating proposed solutions.

POL 328 Environmental Politics 3 Credits

Environmental Politics examines how policymakers deal with the political challenges of unsustainable resource consumption, which is a primary determinant of environmental problems such as climate change, adverse health effects, and biodiversity loss. The course introduces students to environmental politics and policies at the local, state, national, and international levels. The course is designed to provide students with a framework for understanding how varied interests compete within political institutions in order to transform contending ideas into public policy. With that in mind, students will not only become more informed consumers of political information, but will also become more effective at analyzing and advocating for policies as it relates to the environment.

POL 329 Comparative Environmental Policy 3 Credits

Comparative Environmental Policy analyzes cross-national approaches in developing, implementing, and evaluating policy responses to environmental problems. The course analyzes the political factors, actors, and tools that help and explain why some societies have been more likely to develop effective responses to environmental threats. Note: This course is cross-listed as GLS 329. Students may not get credit for both GLS 329 and POL 329.

POL 330 Geopolitics of Energy 3 Credits

Geopolitics of Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

POL 335 Urban Politics 3 Credits

Political structure and administration of municipalities in the United States. Emphasis on problems posed by suburbanization, global and regional shifts in business, economic dislocation, housing, race relations, and policing.

POL 340 Modern Democracy and Its Critics 3 Credits

The course examines the fundamental assumptions underlying modern democratic theories and the main theoretical attacks launched against them. Among the contending theories to be discussed are right and left-wing anarchism, the old and the new left, fascism, intellectual elitism, and techno-conservatism. Note: This course is cross-listed as GLS 340. Students may not get credit for both POL 340 and GLS 340.

POL 342 Freedom and Authority 3 Credits

Concepts of freedom and authority in 19th and 20th-century political theory. Emphasis on such important thinkers as Nietzsche, Freud, Sartre, Camus, and Marcuse. Note: This course is cross-listed as GLS 342. Students may not get credit for both POL 342 and GLS 342.

POL 343 American Political Thought I 3 Credits

The philosophical background and moral principles of American political society: liberty, equality, natural law and natural right; constitutionalism and nation-building. The development of the ideologies of liberalism, conservatism, and libertarianism are also covered.

POL 345 Justice 3 Credits

The existence of society over time requires high degree of predictability and hence laws, whether explicit or implicit. These derive their capacity to regulate life from the widespread notion that they are proper and that they should be obeyed. In a word, they accord to our notions of justice. These, however, are not stable. Resting on the understandings of man, society, nature and the relations between them, they develop under the impact of human thought and changing realities. The result is what can be compared to a layered cake. This course treats some of the main contributions made by philosophers from Plato to Rawls to our concept of justice and the manner by which they have shaped our concepts of justice in the US and West in general. Cases in which courts (mainly the US Supreme Court) made use and applied the thinking of earlier philosophies of justice will illustrate the process by which we adjust the boundaries between legality and criminality and determine how we should behave towards each other.

POL 346 Liberal Democracy in Times of Stress 3 Credits

This course examines historic and present day cases, ranging across Europe and the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, take on emergency powers to become so-called "states of exception." While in some cases such states have imposed mild and limited emergency measures, others have employed more draconian measures, suspending, if not dissolving, constitutionally guaranteed civil liberties, often for indeterminate and protracted periods. How various states have behaved in emergency situations will be the major content of this course. Note: This course is cross-listed as HLS 346. Students may not get credit for both HLS 346 and POL 346.

POL 350 U.S. Foreign Policy and Security Policy 3 Credits

Principles, institutions, and processes involved in the formulation and implementation of policies regarding the nation's military, economic, and environmental security within the global framework. Strands, trends, and problem areas in U.S. foreign policy, with focus on the changing global environment of the post-Cold World War. Note: This course is cross-listed as HLS 350, GLS 350. Students may get credit for only one.

POL 351 Critical Views of Global Security 3 Credits

This course will examine the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspective on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security. Note: This course is cross-listed as HLS 351. Students may not get credit for both HLS 351 and POL 351.

POL 361 Courts, Judges and Politics 3 Credits

In-depth examination of the nature of judicial decision-making and the impact that judicial decisions have on society. Considers the sources of judicial authority, judicial fact-finding, statutory and constitutional interpretation, individual and collective processes of judicial decision-making, relations between judges and other government officials, and the political consequences of judicial decisions with particular emphasis on federal courts and judges. Note: This course is cross-listed as HLS 361. Students may not get credit for both POL 361 and HLS 361.

POL 363 Human Rights in Global Context 3 Credits

Examines human rights – droits de l'homme, derechos humanos, Menschenrechte, "the rights of man" – are, literally, the rights that one has because one is human. What does it mean to have a right? How are being human and having rights related? This course provides an introduction to theory and global practice of human rights. Human rights claims play an increasingly central role in political and social struggles across the world. The adoption of the Universal Declaration of Human Rights in 1948 signaled a proliferation of international human rights law and transnational non-governmental activism. While the promotion of human rights has become global, adherence to those standards remains highly uneven and gross violations and atrocities continue to occur. Given the breadth and complexity of the human rights movement, including its engagement with law, politics and morals, in radically different cultures, this course is by its very nature multidisciplinary. Note: This course is cross-listed as HLS 363. Students may not get credit for both HLS 363 and POL 363.

POL 365 Third World Politics 3 Credits

Studies the major political issues of the Third World. Particular reference to political systems of Africa, Asia, Latin America, and the Middle East according to the relevance of the examples to large conceptual issues, and according to the major interests of the instructor. Typical issues include neocolonial dependency, the role of the state in newly developed countries, military rule and democratization. Note: This course is cross-listed as GLS 365. Students may not get credit for both POL 365 and GLS 365.

POL 366 Communist Systems: Politics and Policies 3 Credits

The course aims to provide students with an understanding of the origin, development, and history of communism, as well as the current political systems and practices of communist regimes in the world. Students are expected to acquire in-depth knowledge about the origin and development of communism, the influence of communism in world politics, and political systems and policies of contemporary communism regimes. Topics examined include Communist Manifesto, communism in the USSR, communism in China, McCarthyism in the U.S., Cold War, collapse of the USSR, fall of Berlin Wall, and communism in contemporary Cuba and Korea.

POL 367 Politics of Exile, Asylum and Diaspora 3 Credits

This course analyzes mass migrations and refugee movements and what they mean for the stability of nations, the increasing potential of severe culture clashes within societies, and the root causes of (forced) migration movements, such as problems of violence, terror and genocide, as recently seen in Darfur, Rwanda and Bosnia. In certain European countries the frequently failed integration and assimilation policies resulted in an Islamic alienation; terrorist attacks and race riots are some of the consequences. Particular attention will be given to the conflict between the refugees' and migrants' needs that result from violent, socio-economic or ecological catastrophes in the countries of origin and the various forms of reception within the host countries. Students will explore theoretical, political, legal, and socio-economic dimensions of the refugee and immigration phenomena in a global world. Other themes will include international human rights and refugee laws, theories of immigration, for example, the feminization of migration, as well as problems of acculturation, assimilation and integration in different host societies. Note: This course is cross-listed as GLS 367. Students may not get credit for both POL 367 and GLS 367.

POL 368 International Organizations 3 Credits

This course introduces students to the study of international organizations. The course examines mostly formal and governmental institutions as well as informal institutions or regimes. Topics to be covered include and are not limited to: the establishment of international organizations, evolution of international organizations, structure of international organizations, decision-making of international organizations and influence of international organizations. This course employs both theoretical and practical approaches in its examination on international organizations. Note: This course is cross-listed as GLS 368. Students may not get credit for GLS 368 and POL 368.

POL 371 The Arab-Israeli Conflict 3 Credits

The course will begin by introducing the main players: the neo-patrimonial Arab regimes on the one hand, and the democratic, economically modern Jewish sector in Palestine on the other. The analysis will focus on the impact of the social, economic, political and religious differences between the sides on their conception of the conflict among the participants and powers outside the region. The course will concurrently examine the impacts of the dynamics of the conflict itself, relations within Islam on the one hand and between Islam and the West on the other. The latter part of the course will consider the sources of perceptual shift that led simultaneously to the narrowing of the conflict with the withdrawal of some of its participants (most Arab states) and its widening with the addition of Al Qaeda and Iran (via Hezbollah). Note: This course is cross-listed as GLS 371. Students may not get credit for both GLS 371 and POL 371.

POL 399 The Co-operative Experience 3-12 Credits

This course provides a significant work experience to support the professional development of the student and complement theoretical and classroom learning. Students will be assessed based on measures as defined in a placement contract mutually agreed upon by the sponsoring faculty member, the organization representative of the placement site, and the student. Approximately 360 hours of work will be required as students work typically four days per week over at least eight weeks. The proposed placement contract requires departmental approval and the approval of the appropriate office of the dean. It is expected that the Co-op program consume the student's academic load for the semester. Final placement will be determined by the organization where the student will work. Rider University does not guarantee that every student applying for a co-op will earn a co-op placement. Contact the appropriate department for additional information. IND 398 and (dept.) 399 combined cannot exceed 15 credits. Pass/fail. Prerequisite(s): junior standing and 2.75 GPA at the time of registration.

Corequisite(s): IND 398 The Co-operative Experience Seminar.

POL 415 Political Internship 3-6 Credits**POL 450 Seminar in Political Science 3 Credits**

A multidimensional framework within which to integrate the variety of perspectives and methodologies extant in the field of political science. Topics for discussion and analysis may range from broad concepts of political discourse such as power and interdependence to specific political issues such as executive-legislative relations and judicial policymaking.

POL 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

POL 491 Internship in Political Science 1-4 Credits

Students work under supervision in a public agency, political party, or public interest group. A minimum of 52 hours of fieldwork per credit required, with regular reports and a concluding critique analyzing and evaluating the experience. Primarily for seniors and qualified juniors. No more than six credits allowed toward graduation.

Prerequisite(s): permission of instructor.

POL 499 Senior Honors Thesis 3-6 Credits

Majors having completed the department's core requirements and having a minimum GPA of 3.5 in political science courses may apply for honors in their sixth semester. Applicants enroll in POL 490 Independent Research and Study in their seventh semester to develop and submit a thesis proposal to the department. With departmental approval, applicants prepare an honors thesis in their last semester. Upon acceptance of the thesis by the department, the student will be graduated with honors in political science.

Psychology (PSY)

PSY 100 Introduction to Psychology 3 Credits

An orientation to psychology, covering major facts, principles and concepts about human and animal behavior and experience, re-search findings, major problems, basic vocabulary, methodologies, and contributions in the field. Topics include psychology as a science; human development; individual differences; intelligence and its measurement; special aptitudes and interests; personality and social behavior; motivation and emotion; frustration and personality deviations; and learning, thinking, remembering and forgetting.

PSY 105 Introduction to Research in Psychology 3 Credits

Students will be introduced to the basic research methods used in psychology including, surveys, experiments and observation. Students will collect data and learn to describe this data using basic tools of analysis including graphic display and statistical analysis. Students will read original psychological research and learn to write using the conventions of the American Psychological Association.

Prerequisite(s): a grade of "C" in PSY 100.

PSY 110 Psychology: The Science of Well-being 3 Credits

This course uses theory and methods of psychology to examine the question: How to make a good life? Students will learn how psychology examines the ways motivation, intellect, relationships, self-respect and a healthy lifestyle contribute to happiness, well-being, and flourishing. Students will learn how psychology examines human nature through observation and experimentation. Students will understand how psychology applies research to improve human well-being. Students will leave the course with a better understanding of themselves and their connection to others, and apply their self-knowledge to their personal goals and relationships. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 131 The Science of Mental Illness 3 Credits

The Science of Mental Illness explores the biological bases of mental health and mental illness, focusing on anxiety, mood disorders, schizophrenia, and Alzheimer's Disease. This course examines the neural networks of these conditions, common psychiatric medications for treating them, studies of the long-term efficacy and effects of using psychiatric medications, and the psychological and biological capacities for improving mental health. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

PSY 201 Statistics and Research Design 3 Credits

Introduces students to statistics and research methods in the behavioral sciences. Covers the fundamentals of descriptive and inferential statistics, a variety of issues in research design, selected research designs including the case study, correlational and experimental designs. In addition, students will explore the literature in psychology in order to examine the use of statistics and research design in real research problems.

Prerequisite(s): grade of "C" in PSY 105.

PSY 210 Organizational Psychology 3 Credits

Focuses on issues related to human behavior in work settings. Topics include personnel issues such as hiring and promotion decisions, performance appraisals, and methods of on-the-job training. Issues of job satisfaction, motivation, productivity, and effective leadership styles are also examined. Finally, organizational structure as it relates to communication within organizations will be examined.

Prerequisite(s): PSY 100.

PSY 212 Introduction to Applied Behavior Analysis 3 Credits

Presents a review of classical and operant conditioning, data collection and research design, data analysis and interpretation. In addition, assessment and treatment strategies in a variety of settings, contingency management in institution, classroom and home, systematic self-desensitization, and ethical consideration are discussed.

Prerequisite(s): PSY 100.

PSY 215 Personality 3 Credits

A synthesis of the most recent research in the field of personality development. Topics include interplay of biological, cultural, and subjective personal processes; analysis of the broad trends in personality theories; and introduction to personality measurement.

Prerequisite(s): PSY 100.

PSY 218 Psychology of Women 3 Credits

Examines the psychological development of women in our culture from birth to maturity, with an emphasis on the interaction of biological and social influences on personality, social behavior, and achievement of women. Investigates psychological sex differences in terms of current measurement approaches. Readings and text are drawn from psychological theory and research.

Prerequisite(s): PSY 100.

PSY 220 Abnormal Psychology 3 Credits

The development of abnormal personalities is discussed, with a survey of the various types of mental abnormalities, including their symptoms, diagnoses, and treatments. Neuroses and psychoses are emphasized.

Prerequisite(s): PSY 100.

PSY 225 Learning Theory 3 Credits

A broad coverage of the expanding fields of learning, memory, and cognition is provided, while addressing their relevance and impact on human behavior. Continuity between early associationistic and contemporary cognitive theories is established. Topics range from basic conditioning to the more complex processes of memory, concept learning, thinking, and problem solving. Prerequisite(s): PSY 100.

PSY 226 Cognitive Psychology 3 Credits

The study of the mind has been the focus of psychology since its inception in the 19th century. Today, the majority of psychological research focuses on the cognitive system and its biological basis. This course will provide an overview of knowledge regarding the components of the human cognitive system (e.g., attention, memory, executive processes) and how they form the basis for higher-order cognitive skills (e.g., language and decision making). The course will provide a history of the field and the methodologies that have been and are currently being used to study the human mind. Each section of the course will include an overview of basic and applied research to demonstrate how knowledge of the cognitive system can be used to enhance human functioning in applied settings and better understand human limitations and tendencies to commit certain types of errors.

Prerequisite(s): PSY 100.

PSY 230 Child Development 3 Credits

Presents theory and research on the social, emotional and cognitive development of children birth to age 12.

PSY 231 Youth and Adolescent Development 3 Credits

Presents theories, research and problems concerning development in youth and adolescence.

Prerequisite(s): PSY 100.

PSY 237 Cognitive Disabilities 3 Credits

Investigates various types of intellectual differences, focusing on etiology, methods of diagnosis, programs and services available to individuals and families. Considers problems relating to adjustment in academic, social, and vocational areas.

PSY 238 Sensation and Perception 3 Credits

The facts and theories of sensation and perception, their role in the total psychology of the individual, and current application are examined.

Prerequisite(s): PSY 100.

PSY 240 Social Psychology 3 Credits

Deals with the scientific study of human beings in social situations, focusing on reciprocal influence of the individual and the group, especially aspects of behavior that are socially determined. The nature of attitudes: their development and change; the nature of social influence; interpersonal perception and attraction; dynamics of social behavior; and social phenomena, such as prejudice and social movements, are covered.

Prerequisite(s): PSY 100.

PSY 250 Psychology of Aging 3 Credits

This survey course focuses on basic psychological issues in the aging process and in the elderly. It examines myths and stereotypes about aging and the elderly by way of research evidence pertaining to physical, psychological, and social changes accompanying aging.

Prerequisite(s): PSY 100.

PSY 255 Biopsychology 3 Credits

Basic biological structures and processes underlying behavior, including general neuroanatomy and neurophysiology; sensory physiology; structure and function of the motor systems; physiology of emotions, motivation, learning, memory; brain dysfunction; psychoactive drugs.

Prerequisite(s): PSY 100.

PSY 279 Psychology and Law 3 Credits

Introduces students to a study of selected topics in psychology and law. Topics include eyewitness testimony, jury selection, and decision making

Prerequisite(s): PSY 100.

PSY 283 Sport Psychology 3 Credits

This survey course will focus on the social and psychological factors related to performance and participation in sport and exercise, health, and injury rehabilitation settings. Two general questions will be explored: (a) how do social and psychological variables influence performance and participation in physical activity pursuits? And (b) how does physical activity participation affect the psychological well-being of the individual? To better understand these questions, this course will overview theoretical and methodological approaches to a variety of sport and exercise psychology topics, including: socialization, motivation, group processes, competition, and performance enhancement. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): PSY 100.

PSY 295 Directed Study in Psychology 1-4 Credits

Provides an opportunity for students to obtain research experiences in psychology. Consists of a combination of project meetings, assigned readings and supervised research. Each student will work with a selected faculty member on a topic of mutual interest. Projects may include learning some components of research methods and applying these techniques to the collection and analysis of data. Provides focused reading and discussion as it relates to each student's research topic.

Prerequisite(s): PSY 100; psychology majors or minors and permission of instructor and chair.

PSY 299 Field Placement in Applied Behavior Analysis 1-4 Credits

The practicum provides hands-on experience using the tools of applied behavior analysis in a field setting. Provides supervised field placement experience in an approved institution or agency in order for students to gain knowledge in applications of applied behavior analysis. Placement is made in various community institutions and agencies that offer services to diverse populations.

Prerequisite(s): PSY 100, PSY 212.

PSY 302 Research Methods: Cognition 4 Credits

Provides students with an in-depth coverage of the expanding field of cognition and memory. Addresses issues and research within the field. Emphasis is on current views of human memory. Students learn how to design and conduct their own experiments from the topic areas of information processing, psycholinguistics, problem solving, learning and memory, social cognition, and cognitive neuroscience. Laboratory skills include programming computers, developing multimedia stimuli, recording psycho-physiological data, and composing an APA-format research report in a network-based writing lab. **Prerequisite(s):** a grade of "C" in PSY 201; PSY 225, PSY 237 or PSY 325 or permission of instructor.

Corequisite(s): PSY 302L.

PSY 302L Research Methods: Cognition Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 302.

PSY 303 Research Methods: Social Psychology 4 Credits

Covers research methodology within the context of social psychology (i.e., topics include altruism, aggression, attraction and social perception). Both experimental and descriptive methodologies will be covered. Students learn about various aspects of the research process (e.g., design and execution of a social psychological study, analyzing and interpreting the results). Students also learn to integrate their research findings to produce an APA-style paper. Students use computer-based word processing and statistical analysis packages to achieve these goals. **Prerequisite(s):** a grade of "C" in PSY 201; PSY 240 or PSY 279 or permission of instructor.

Corequisite(s): PSY 303L.

PSY 303L Research Methods: Social Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 303.

PSY 305 Theories of Psychotherapy 3 Credits

An exploration of the history and theory of the psychoanalytic, behavioral, and humanistic approaches to psychotherapy. Comparisons and contrasts between these therapeutic modalities are discussed, as well as the theory underlying specific therapeutic techniques such as dynamic interpretations, dream analysis, the analysis of resistance and transference, counter-conditioning, modeling, and cognitive restructuring. Class exercises in addition to transcripts and tape recordings from therapy sessions are used to illustrate the various therapeutic approaches.

Prerequisite(s): PSY 215 or PSY 220 or permission of instructor.

PSY 306 Research Methods: Sensation & Perception 4 Credits

Provides instruction in research design, research methods, and integration of data analysis and methodology within the content framework of sensation and perception. All the general psychology research methods are taught. Special emphasis is given to the study of human vision and audition. Students design, conduct, and report laboratory research in the areas of sensation and perception. The computer-based components of the laboratory include lessons on interactive software instrumentation for research, and network-based technical writing using APA format. Projects are conducted during the term. Each student uses a dedicated networked Macintosh computer to: a) develop and generate research stimuli and procedures, b) analyze and report research data, and c) write formal research reports. **Prerequisite(s):** a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 306L.

PSY 306L Sensation & Perception Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 306.

PSY 315 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 324 Play and Imagination 3 Credits

This course surveys two of the most important manifestations of children's imagination: pretend play and imaginary companions. It will discuss the evolution of play, the purpose of play, the role of play in the development of creativity, and individual differences in play (e.g., among children of different gender, cultures, and ability levels). Finally, it will discuss the application of play to therapeutic methods for children.

PSY 325 Cognitive Development 3 Credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg. The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

Prerequisite(s): PSY 100.

PSY 329 Research Methods in Organizational Psychology 4 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 329L Research Methods in Organizational Psychology 0 Credits

This course covers general area of research methods such as experimental and non-experimental methods, measurement, statistics, and preparation of reports for presentation and publication. In addition, research topics common in the area of organizational psychology such as worker motivation, job satisfaction, stress and burnout, communications in the workplace, productivity, decision-making, leadership style, and organizational structure will also be discussed. Students gain hands-on experience conducting empirical research.

PSY 330 Developmental Disabilities 3 Credits

Introduces students to the genetic, biological, sensory-motor, cognitive, and social-emotional foundations of developmental disabilities. Selected syndromes will be reviewed in depth, as will treatments and intervention at the individual and family levels.

Prerequisite(s): PSY 230, PSY 231 or PSY 237.

PSY 333 Autism Spectrum Disorders 3 Credits

Provides students with a general understanding of the etiology, neurocognitive underpinnings, and general characteristics of the autism spectrum disorders. The course will examine the history of the study of these disorders, the main problems associated with these conditions, and will explore psycho-educational treatment alternatives.

Prerequisite(s): PSY 230, PSY 231, PSY 237, or PSY 330.

PSY 335 Research Methods: Human Cognitive Neuroscience 4 Credits

Covers the interdisciplinary study of the nervous system integrating neurobiology, physiology, pharmacology, and psychology as explanations for both normal and pathological human behavior. Topics integrate molecular levels of analysis, such as neuron structure and function, neurotransmitters, action potentials, and receptors, with molar levels, such as sensory and hormonal processes, learning and memory, emotions, drug use, and biological rhythms. Introduces research techniques used to study the function of the nervous system and the neural bases of behavior in humans. Neuroanatomical, electrophysiological, pharmacological, and neuropsychological assessment techniques may be explored as part of laboratory or field research projects designed in collaboration with the instructor. **Prerequisite(s):** grade of "C" or better in PSY 201 and PSY 255 or permission of instructor.

Corequisite(s): PSY 335L.

PSY 335L Research Methods: Human Cognitive Neuroscience Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 335.

PSY 336 Research Methods: Animal Learning & Behavior 4 Credits

Provides a comprehensive overview of the acquisition and modification of the behavior of animals, especially on laboratory strains of rodents and pigeons. Core topics include respondent and operant conditioning, animal cognition, observational learning, animal safety and welfare, single-subject and between-groups approaches to methodology, and the statistical analysis of the results of studies of behavior. The laboratory component of the course provides a comprehensive overview of animal handling and maintenance, animal welfare, and the recording of experimental results. Two substantial projects are undertaken; demonstration of a conditioned taste aversion and its effect upon the acquisition and extinction of an operant (bar press) response and subsequent discrimination and reversal learning. Results of both projects are written into APA-formatted reports. Prerequisite(s): a grade of "C" in PSY 201, PSY 225 or permission of instructor.

Corequisite(s): PSY 336L.

PSY 336L Animal Learning and Behavior Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 336.

PSY 339 Research Methods in Applied Behavior Analysis 4 Credits

This upper-level laboratory course will provide students with in-depth study of the principles and applications of Applied Behavior Analysis. Students will examine behavioral principles, ethical considerations and real-life applications of ABA. Each student will design and implement a self-management plan to alter a behavior of their choosing. Prerequisite(s): PSY 100.

Corequisite(s): PSY 339L.

PSY 339L Research Methods in ABA Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 339.

PSY 340 Research Methods: Group Dynamics 4 Credits

Focuses on selected issues pertaining to group dynamics. Emphasizes an understanding of the personality and social factors that influence the functioning of unstructured and task-oriented groups. Students participate in a task group for the purpose of conducting a comprehensive research project on selected issues in group dynamics and the psychology of groups. The task group prepares an APA-style paper describing their research as well as an in-class presentation. Each student also submits a midterm and final written analysis of the interactional processes and development of the task group.

Prerequisite(s): a grade of "C" in PSY 201 or permission of instructor.

Corequisite(s): PSY 340L.

PSY 340L Group Dynamics Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 340.

PSY 345 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

Prerequisite(s): PSY 100.

PSY 350 Research Methods: Developmental Psychology 4 Credits

Focuses on one or more research areas in cognitive, personality, or social development. Includes an overview of major theoretical approaches to age-related change. Students review original research on selected aspects of behavioral change. The laboratory component of the course presents an overview of developmental research designs and methods focusing on the measurement of age-related change in psychological functioning. Students conduct field research projects designed in collaboration with the instructor and prepare an APA-style research report. Prerequisite(s): a grade of "C" in PSY 201 and PSY 230 or permission of instructor.

Corequisite(s): PSY 350L.

PSY 350L Developmental Psychology Lab 0 Credits

This lab is a co-requisite and must be taken with the corresponding course.

Corequisite(s): PSY 350.

PSY 360 Psychology of Peace & Conflict 3 Credits

This course examines issues related to peace, conflict, violence, and conflict resolution. Theories and strategies that suggest ways of reducing and eliminating conflict are discussed. Psychological and social causes and consequences of violence and nonviolence are considered.

PSY 365 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

Prerequisite(s): PSY 100.

PSY 367 Creativity and Innovation 3 Credits

What is creativity, and how do we measure, study, and enhance it? This course will survey the modern theories of creativity from a psychological perspective, with an emphasis on the processes that underlie creative thinking and the variables that influence creative idea generation. Specific topics will include: convergent and divergent thinking, the role of the unconscious in creative ideation, flow and mindfulness, individual and group creativity, techniques such as brainstorming and creative problem solving, the neuroscience of creativity, the role of motivation, and creativity and innovation in organizations. Discussions of theoretical findings will be complemented by in-class activities and assignments that highlight applications to day-to-day living and to larger-scale challenges that require creativity and innovation.

Prerequisite(s): PSY 100.

PSY 372 States of Consciousness 3 Credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

Prerequisite(s): PSY 100.

PSY 373 Cyberpsychology 3 Credits

Cyberpsychology is the study of how emerging computer technologies, especially social media, affect the way people think, feel, and behave both online and in the face-to-face world. This course explores a wide range of topics concerning this rapidly developing field of psychology, including how individuals, interpersonal relationships, and groups function in cyberspace with both positive and negative consequences for mental health. It emphasizes an understanding of the basic concepts of cyberpsychology along with the implications of this knowledge for improving wellbeing in the digital age.

Prerequisite(s): PSY 100.

PSY 374 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

Prerequisite(s): PSY 100, PSY 230 or permission of instructor.

PSY 375 Psychology and Film 3 Credits

Attitudes, perceptions and memories are shaped by motion pictures. Filmmakers create enduring images by using cinematic techniques to portray social and interpersonal themes. This course will examine various cinematic techniques as well as how film portrays interpersonal relations, gender roles, race relations, mental illness, The Holocaust, and other genocides.

Prerequisite(s): PSY 100.

PSY 377 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

Prerequisite(s): PSY 230 or PSY 231.

PSY 381 Psychology of Gender 3 Credits

This course examines the meaning of sex and gender in modern society. The course readings and discussion will review and analyze the influence of gender on human behavior and emotions. The course will examine the significance of gender in shaping experience. Topics will include: gender differences in behavior, gender role development, gender and sexual identity, gender and social roles, cross-cultural perspectives on gender and transcending gender.

Prerequisite(s): PSY 100, PSY 218 or permission of instructor.

PSY 382 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

Prerequisite(s): PSY 100.

PSY 383 Psychology and Culture 3 Credits

Students enrolled in this course will critically examine the intersection of culture and psychology. Topics covered include cultural influences on: identity, the perceptions and manifestations of mental illness, and treatment seeking.

Prerequisite(s): PSY 100.

PSY 384 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 384 is crosslisted with PSY 584.

Prerequisite(s): PSY 100.

PSY 385 Death, Dying and Suicide 3 Credits

Everything that is alive eventually dies, thus death is a part of life. Understanding death can help us to understand and experience life more fully, and it can help us to make appropriate, compassionate responses to death and dying. Class members will examine difficult and controversial psychosocial issues related to dying and death, death perceptions from childhood through older adulthood, religious and death attitudes, the dying process, living with dying, dying in the American health care system, euthanasia and biomedical issues, pain management, suicide, cross-cultural perspectives on dying and death, the business of dying, the legal aspects of dying, and the bereavement process.

Prerequisite(s): PSY 100.

PSY 386 Introduction to Child Life: Working with Children and Families in Healthcare Settings 3 Credits

The course provides the student with an introduction to the practice of Child Life in healthcare settings, serving as an educational foundation for those interested in pursuing a Child Life internship or other career working with children and families in a healthcare setting. Child Life programs seek to promote optimum development of children, adolescents, and families within a healthcare setting by helping to maintain normal living patterns and minimizing psychological trauma. Various theoretical positions related to the field (including but not limited to child development, play, stress, illness, trauma, and bereavement) will be described and their implications discussed. Classroom activities and assignments will help to develop relevant clinical skills including therapeutic play techniques, procedural preparation and support, coping strategies, child assessment, promoting advocacy/family-centered care, and health education. Official documents created by the Child Life Council, the certifying body for the field, will be reviewed, in addition to other seminal Child Life publications. The necessity for evidence-based practice will be discussed and relevant empirical studies will be presented (including those conducted in analogous academic fields such as developmental pediatrics and behavioral medicine).

Prerequisite: PSY 230.

PSY 388 Learning and the Experimental Analysis of Behavior 3 Credits

Students will review principles of behavior covered in PSY 212 Intro to ABA and move into more complex concepts and principles of behavior analysis including respondent behavior, respondent conditioning, motivating operations, schedules of reinforcement, and verbal operants. Students will also learn elements of behavior change and specific behavior-change procedures including: verbal behavior training, discrete trial training, interventions based on motivating operations and discriminative stimuli, and stimulus equivalence procedures.

PSY 389 Professional Issues in ABA 3 Credits

This course will provide students interested in working in the field of applied behavior analysis at the bachelor's level content based on the task list of the Behavior Analyst Certification Board (BACB). The course covers ethical and professional considerations relevant to the profession of applied behavior analysis as well as ethical and disciplinary standards of the profession. In addition, the course covers behavioral assessment and intervention, competency-based training, and evaluating the effectiveness of behavioral programs. Students will also have the opportunity to read seminal and current research literature on the topics.

PSY 395 Special Topics in Psychology 3 Credits

This course examines contemporary issues in psychology, with the particular topic varying each time it is offered. New directions in the field and/or current controversies will be the focus. Past offerings include Positive Psychology, Creativity, and Brain Games.

PSY 400 Senior Seminar 3 Credits

This capstone course will provide a synthesis and evaluation of important critical issues in psychology, such as the role of modern psychology in solving social problems, the scientific vs. human services perspectives on behavior, emotion and cognition; and the nature of mental illness and well-being. Students will be expected to draw broadly from their education in psychology; to grapple with conflicting points of view; and produce professional quality writing, oral or multimedia presentations.

PSY 420 History of Psychology 3 Credits

Provides a coverage of systems and schools of psychology; great psychologists, their contributions, and later influence in psychology. Current psychological problems are also discussed.

PSY 490 Independent Study: Research and Creative Expression 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. All students must have approval from the department and the dean to register for PSY 490.

Prerequisite(s): PSY 201.

PSY 491 Internship in Psychology 1-4 Credits

Provides supervised work experience in an approved institution or agency in order for students to gain knowledge in applications of psychology. Placement is made in various community institutions and agencies that offer services to both exceptional and normal individuals.

Prerequisite(s): senior psychology majors or minors.

Seminars or Workshops (NCT)

NCT 010 Freshman Seminar 0 Credits

NCT 011 Freshman Seminar II 0 Credits

NCT 020 Sophomore Series 0 Credits

NCT 021 Sophomore Series, II 0 Credits

NCT 022 Success Strategies 0 Credits

NCT 087 Mngrial Uses of Accounting Lab 0 Credits

NCT 088 Quant Methods for BUS Lab 0 Credits

NCT 089 Intro to Quant Methds/BUS Lab 0 Credits

NCT 091 Macroeconomics Lab 0 Credits

NCT 092 Theories & Concepts I Lab 0 Credits

NCT 093 Intro to Financial Acctng Lab 0 Credits

NCT 094 Math Workshop 0 Credits

NCT 095 Intro to Music Theory & Vocal 0 Credits

NCT 096 Strat for College Success 0 Credits

NCT 097 Scholastic Enrichment 0 Credits

NCT 098 Finite Math Workshop 0 Credits

NCT 099 Strategic Learning Workshop 0 Credits

NCT 101 Algebra Workshop I 0 Credits

NCT 102 Algebra Workshop II 0 Credits

NCT 493 Non-Credit Bearing Intern LAS 0 Credits

Social Studies Topics (SST)**SST 300 Historical & Contemporary Issues in the Social Studies 3 Credits**

This course is designed to provide education and non-education majors a comprehensive introduction to, and understanding of, social studies knowledge. This knowledge covers a broad array of academic disciplines, including American/World History, Government and Politics, Geography, Economics, and the various behavioral sciences. The course is aimed at engendering a theoretical grasp of the essential elements of these disciplines, as well as a practical understanding of how the content areas exist in both human society and contemporary policies/issues.

Social Work (SOW)

SOW 200 Social Services & Social Work 3 Credits

An overview of the historical development of social work. Emphasis on current issues in social welfare and social service programs in the United States. Among the programs explored are those in public welfare, mental health, medical services, child abuse/neglect, school social work, and care for the elderly.

SOW 300 Methods Social Work Practice 3 Credits

Interviewing techniques are taught and practiced. Skills in forming and running small groups, working with community organizations, and administering social programs are emphasized. Students study how to gather pertinent psycho-social facts about clients, make an assessment, plan an intervention, and successfully complete service to the client. Students who next will take SOW 301 Field Work Experience will be placed in a social service agency by the end of the semester.

Prerequisite(s): SOW 200.

SOW 301 Field Work Experience 3 Credits

Students observe and work in a social service agency. They study the structure of the agency and the people and roles within it, and develop helping skills with clients. Approximately six to eight hours of field work a week for each three credits are required, plus class sessions during the semester.

Prerequisite(s): SOW 200, SOW 300. May be taken twice in two separate semesters for a maximum of six credits toward the total credits required for graduation.

Sociology (SOC)

SOC 101 Sociological Imagination 3 Credits

Introduction to principles and concepts for the sociological analysis of human societies. Social relations, social structure, and institutions characteristic of societies past and present are examined, and causes and directions of social change are considered. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

SOC 110 Cultural Anthropology 3 Credits

The anthropological perspective is introduced, placing human behavior and institutions within their evolutionary, ecological, structural, and ideological contexts. Examples are drawn from the full range of human societies, with an emphasis on nonindustrial forms.

SOC 201 Intro Seminar in Sociology 3 Credits

Designed for students considering a major or minor in sociology. The seminar locates sociology in relation to other disciplines; reviews the basic perspectives used by sociologists to study human behavior; and considers the methods and applications of sociological inquiry.

Prerequisite(s): SOC 101.

SOC 205 Families 3 Credits

Examines families in the United States, past and present, emphasizing the variety of family experiences in different social contexts and the relationship between family life and social change. Includes comparative material on families in other countries and considers possible alternatives to current family forms.

Prerequisite(s): SOC 101.

SOC 206 Deviance and Crime 3 Credits

Considers deviant behavior as violation of social norms. Examines the concepts of deviance and crime in socio-historical context. Evaluates major theories advanced to explain deviance. Surveys different types of deviance, including conventional crime, non-criminal deviant behavior, and white-collar corporate, and government crime.

Prerequisite(s): SOC 101.

SOC 207 Racial and Ethnic Relations 3 Credits

Examines the social origins of prejudice and discrimination, and analyzes intergroup trends in conflict, competition, and cooperation. Considers issues of immigration, economic and political power, and ethnic, racial, and religious pluralism.

Prerequisite(s): SOC 101.

SOC 211 Social Movements 3 Credits

This course examines social movements that seek change in the social, cultural and political structures of society. The social, economic and political contexts of these movements are treated as well as their origins, tactics, organization, recruitment, and successes and failures. Case studies focus on movements in the areas of labor, civil rights, feminism, the environment, "right wing politics", and neighborhood activism.

Prerequisite(s): SOC 101.

SOC 216 Youth and Crime 3 Credits

In-depth examination of the nature and extent of youth criminality in the U.S. Explores changes in youth culture and theories of delinquency. Social policies are related to youth criminality and the youth justice system is considered.

Prerequisite(s): SOC 101.

SOC 219 Introduction to Criminal Justice: Police, Courts, Corrections 3 Credits

This course introduces students to the sociological study of the criminal justice system. It examines the cultural and social foundations of this system, and review debates about problems with the criminal justice system and proposals to change it. Topics covered include nature of the crime problem, requirements of criminal law, policing, the role of the courts and legal professionals, sentencing, incarceration and alternatives to it. [FORMERLY SOC-319 Criminal Justice and Corrections] Pre-requisite SOC 101 3 Credit hours.

SOC 225 Population Study 3 Credits

Demography; its definition, historical emergence, and growth; population as a social problem in developing and developed nations; population theories, sources and methods of demographic data, population composition, and distribution; demographic processes including fertility, mortality, and migration.

Prerequisite(s): SOC 101.

SOC 245 Social Problems 3 Credits

American social, economic, and political institutions and their interrelationships are analyzed, with an emphasis on the causes, directions, and consequences of social change in American society.

Prerequisite(s): SOC 101.

SOC 246 Drugs, Crime & American Society 3 Credits

Explores the nature and extent of drug use in the U.S., how drugs are legally defined and socially constructed, and considers how and why drug policies have developed and changed historically. Considers how the criminalization of drugs has impacted policing strategies, courts, probation programs, sentencing and corrections, as well as other social institutions. Examines the role of local and federal agencies in enforcing drug laws, and considers debates about directions for legal reforms.

Prerequisite(s): SOC 101.

SOC 247 Aging 3 Credits

The emergence of social gerontology, demographic foundation of aging, the aging process, comparative study of aging and aged, effect of aging on the individual, social institutions and aging, and problems of aging and some solutions.

Prerequisite(s): SOC 101.

SOC 248 Social Service Organizations 3 Credits

Examines the growth and variety of social service organizations. The training of providers, such as teachers and physicians, and relationships between professionals and clients in settings such as schools and hospitals are studied as well as organizational decision-making, finances, and community relations.

Prerequisite(s): SOC 101.

SOC 252 Media, Culture and Society 3 Credits

Examines mass-produced commercial culture, how it has developed, and the role it plays in modern society. Analyzes the content of these cultural forms, how its production is organized, and how audiences perceive it.

Prerequisite(s): SOC 101.

SOC 261 Schools and Schooling 3 Credits

Schools and the process of schooling are analyzed within a broad historical perspective as well as within the structural and cultural context of American society. Education within a global perspective is also considered. Issues discussed include school funding, integration, tracking, technology, bureaucratization, and the "cultural wars" fought within the schools.

Prerequisite(s): SOC 101.

SOC 269 Physical Anthropology 3 Credits

An analysis of the biological development of the human capacity for culture. Topics include: modern theories of evolution and their application to human evolution; the relationship of human beings to other primates, the human fossil record, and variation among modern human populations. A background in biological studies is not necessary.

Prerequisite(s): SOC 101.

SOC 270 Area Studies: Africa 3 Credits

An intensive investigation of problems arising from historical and contemporary studies of tribal, peasant, and transitional societies in Africa south of the Sahara.

Prerequisite(s): SOC 101.

SOC 271 Area Studies 3 Credits

Studies problems arising from historical and contemporary studies of peasant populations of Europe.

Prerequisite(s): SOC 101.

SOC 272 Area Studies: Indians of North America 3 Credits

Societies and cultures of the Indians of North America from the Arctic to Mesoamerica. Emphasis on evidence of these tribal groups prior to extensive acculturation and their contemporary situation.

Prerequisite(s): SOC 101.

SOC 300 Work and Occupations 3 Credits

Analyzes the nature and organization of work in modern society. Focuses on such issues as division of labor, specialization, alienation, professionalization, and the role of technological change. Includes an examination of the historical development of work in the 20th century, and a consideration of contemporary and future patterns of work organization.

Prerequisite(s): SOC 101.

SOC 301 Methods of Sociological Research 3 Credits

The second in a series of required courses for majors. Builds upon the Introductory Seminar in Sociology. Social research methods using documents, observations, and questionnaires are taught, and used in completing research projects.

Prerequisite(s): SOC 201.

SOC 308 Cities And Suburbs 3 Credits

Examines the growth of an urban way of life under the influence of industrialism. Study of community, political, and economic institutions in cities. Comparisons between urban and suburban areas.

Prerequisite(s): SOC 101.

SOC 309 Peasant Society 3 Credits

A comparative view of peasants and their significance in agrarian, colonial, and industrial societies. Peasant economic, political, and social institutions are analyzed with an eye to both their internal operation and the way they relate to non-peasant groups who hold power in these societies. The changes that have occurred in the peasant world are viewed both as a consequence and a cause of wide reaching political and economic upheaval.

Prerequisite(s): SOC 101.

SOC 310 Pre-Industrial Economies 3 Credits

The anthropological study of technology, production, and exchange in nonmarket cultures, as related to the social, ideological, and ecological systems in which they are embedded. The question of whether the concepts that derive from market economies can be applied to all economic systems is considered in detail.

Prerequisite(s): SOC 101.

SOC 311 Social and Cultural Change 3 Credits

Investigates the process of change in both industrial and nonindustrial settings. Particular attention paid to the role of the individual in change as well as the roles played by the mode of production, social organization, and ideological constructs. Case studies are drawn from non-Western as well as Western sources.

Prerequisite(s): SOC 101.

SOC 312 Women in Society 3 Credits

Examines changes in women's roles and in male-female relationships. Focuses on impact of law, economy and social movements in shaping women's positions as wives and as workers. Explores theories and evidence concerning the nature and extent of sex differences. Attention to women's socialization through language, schools and media.

Prerequisite(s): SOC 101.

SOC 313 Gender and Criminal Justice 3 Credits

This course will examine women's experiences with the criminal justice system as offenders, victims, prisoners, and practitioners. It will consider how gender has shaped theories of crime and criminological research. It will explore how cultural constructions of gender have influenced substantive and procedural criminal law, the ways criminal justice agencies respond to crime, and how these have changed historically. Attention will be given to the development of new approaches, reforms, and challenges.

Prerequisite(s): SOC 101.

SOC 314 Social Theory 3 Credits

Introduces the major thinkers and conceptual problems characterizing the development of sociological thought. Required of sociology majors.

Prerequisite(s): SOC 201.

SOC 315 Issues in Modern Social Theory 3 Credits

Examines current trends and issues in sociological thought.

Prerequisite(s): SOC 314 or permission of instructor.

SOC 316 Feminist Social Thought 3 Credits

An introduction to feminist social theory, with emphasis on its breadth and variety. Special attention paid to the ways feminist theorists have analyzed the relationship of gender to other kinds of group differences.

Prerequisite(s): SOC 101.

SOC 317 Law and Lawyers 3 Credits

Relationships between law, the economy, and the state are explored. Discussion of laws, legal systems and legal reasoning using cross-cultural comparisons and historical analysis of these in the United States. Particular attention given to impact of law on corporations, workers, women, and minorities. Changes in legal profession and legal education are examined.

Prerequisite(s): SOC 101.

SOC 320 Religion and Belief Systems 3 Credits

The relation of religious phenomena to social structures and processes; religion in cross-cultural perspective.

Prerequisite(s): SOC 101.

SOC 321 White Collar & Corporate Crime 3 Credits**SOC 322 Punishment and Corrections 3 Credits**

This course explores the nature, forms, rationales, and effectiveness of punishment as a form of crime control. It traces the development of corrections in the U.S., identifies cultural trends and developments in penology, including mass incarceration and supermax prisons, considers the ways race and class have shaped these, and the reverberating effects penal policies have had on American culture and society beyond the criminal justice system. It examines the role of laws, politics, crime control agencies, as well as of media, and corporations in shaping penal policies. Topics also include: prison subcultures, inmate rights, correctional practices, privatization of prisons, and alternatives to punitive policies of incarceration and capital punishment.

Prerequisite(s): SOC 101.

SOC 325 Population Study 3 Credits**SOC 330 Class and Economic Inequality 3 Credits**

Social, economic, and political aspects of the division of society into classes are considered. Theories of stratification and the distribution of wealth, power, and prestige in societies past and present are examined.

Prerequisite(s): SOC 101.

SOC 340 Power and Politics 3 Credits

Examines the nature and distribution of power in contemporary societies; analyzes the relationships between power and politics.

Prerequisite(s): SOC 101.

SOC 341 Developing Societies 3 Credits

Examines theories explaining patterns of development; indicators and measures of social well-being; and problems such as population, hunger and environmental crises in developing countries. Focuses especially on patterns of development in Latin America or China.

Prerequisite(s): SOC 101.

SOC 342 Police and American Society 3 Credits

This course examines important issues regarding police in American society, such as the paradoxes inherent in police work, police organization and strategies and their effectiveness, the dilemmas of supervising police work, police unionism, the nature and implications of police occupational subculture, the use of police discretion, forms of police misconduct and accountability, professionalization of police and the trend toward police privatization. It also considers the diversity of the police force, trends in the delivery of policing services, the impact of new technologies on policing, and the challenges of policing in a multicultural society.

Prerequisite(s): SOC 101.

SOC 343 Policing and Counter Terrorism 3 Credits

This course is designed as an upper level (undergraduate/graduate) combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

Prerequisite(s): SOC 101.

SOC 345 Race and Crime 3 Credits

Examines the impact of crime policy on minority communities in the United States, with particular attention to the impact of "The War on Drugs", three-strike laws, and mandatory sentencing on minorities and minority communities. Drawing on sociological research, the course explores myths and realities concerning the relationship between race and crime. The relationship between racial attitudes, historical race relations, and mass incarceration are discussed.

Prerequisite(s): SOC 101.

SOC 346 Health Care and Society 3 Credits

Application and contributions of sociology to medicine; the strategy and methods of sociomedical research; sociology of illness, addictive and mental disorder; medical institutions; health services and medical care; and current status of medical sociology.

Prerequisite(s): SOC 101.

SOC 347 Aging and the Elderly 3 Credits**SOC 348 Human Service Organizations 3 Credits****SOC 349 Retirement and Leisure 3 Credits**

Examines the social phenomena of retirement as an event, process, social role, and life stage. Explores the meaning of leisure, time utilization, and creativity among the elderly. Defines related problems and issues, i.e., financial, physical, psychosocial, and environmental. Positive as well as negative implications are presented and evaluated.

Prerequisite(s): SOC 247 recommended.

SOC 350 Social Policy 3 Credits

Investigates the relationship between economic development and social policy in comparative and historical context. The main features of preindustrial, early industrial, and advanced industrial social welfare systems are described. Social, economic and political factors that shape social policy are investigated.

Prerequisite(s): SOC 101.

SOC 355 Social Interaction 3 Credits

Examines the interpersonal relation between and among people in private life, public places, and at work. Explains how such relations affect and are affected by changes in the larger social structure.

Prerequisite(s): SOC 101.

SOC 360 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 361 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 362 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 363 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 364 Selected Topics 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 365 Selected Top: Social Movements 3 Credits

FALL 2012 - This course examines movements that seek change in the social, cultural and political structures of society. The social, economic and political contexts of these movements are treated as well as their origins, tactics, organization, recruitment, and successes and failures. Case studies focus on movements in the areas of labor, civil rights, feminism, the environment, "right wing politics", and neighborhood activism. In today's world, social movements abound. Movements such as the Tea Party and the Occupy movements demonstrate that they can take place across the political spectrum of society. Moreover, the interconnectedness of the world economy creates social movements throughout the world, whether in Asia, the Mid-East or Europe that have direct affects on the United States. Because the coverage of these movements are given considerable media exposure, students (and the public) tend to accept the interpretations of these movements as presented in the narratives of the media coverage. This class will provide a systematic academic treatment of social movements. Because social movements target structural and cultural institutions in society, the study of these movements will not only provide an understanding of these movements, but of larger social problems in society as well.

Prerequisite(s): SOC 101.

SOC 367 Selected Topics: Environment 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 368 Selected Topics in Sociology 3 Credits

Exploration of a specialized topic or problem in sociology. Permission of the instructor required.

Prerequisite(s): SOC 101.

SOC 369 Selected Topics in Sociology 3 Credits**SOC 396 Applied Sociology 3 Credits**

Shows how sociology can be applied in work settings. As participant observers in organizations related to their career objectives, students learn to apply sociological knowledge, perspectives, and skills. In class meetings and individual consultations with the instructor, students examine the applied dimensions of sociology, the uses of sociology in various occupations, the ethical issues involved in applied sociology, and the culture and structure of their work organization.

Prerequisite(s): SOC 101.

SOC 400 Senior Seminar 3 Credits

For sociology majors only. This seminar involves in-depth examination and research of a specific issue of current importance in the discipline. Learning to do sociology is emphasized.

Prerequisite(s): SOC 201, SOC 301, SOC 314.

SOC 401 Sex and the Body in Society 3 Credits

Examines cultural meanings and social practices associated with sex and the body. Contemporary cultural norms and practices in the U.S. will be compared to other societies, historically and cross-culturally. Variations in sexual practices, ideals of sexual attractiveness according to age, gender, race, ethnicity, class and sexual orientation also will be discussed. Topics may include beauty industries (e.g. cosmetics, diet, fashion, surgery, drugs), sex and the workplace, the impact of media, social policy, and technology on ideals of sexual attractiveness, birth control, and sexual violence.

Prerequisite(s): SOC 101.

SOC 490 Independent Study: Research and Creative Expression 1-4 Credits

Juniors or seniors who have completed at least 12 credit hours in sociology may propose an independent research project with the aid and advice of any full-time faculty member of the department. Proposals must be reviewed and approved by the sponsoring faculty member and submitted to the department's Independent Study Committee at least four weeks prior to the last day of classes for the semester preceding Independent Study.

Prerequisite(s): SOC 101.

SOC 491 Internship in Sociology 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of applications of sociology in work settings and to analyze work settings using sociological knowledge and research methods. Placements are made in business, government, and community offices that utilize sociological knowledge or research skills.

Prerequisite(s): 2.75 GPA.

SOC 496 Honors in Sociology 3-6 Credits

Training in the efficient collection of data that has a bearing on the problem being investigated. Stresses the technique of proper summarization of the collected material as well as the integration of that material into a comprehensive report. A research design is prepared and hypotheses tested in the field. The original library research is then combined with the findings to produce a mini-thesis. Approval of student's program by a sponsoring faculty member and the department Independent Study Committee is required.

Prerequisite(s): SOC 201, SOC 301.

SOC 497 Honors in Sociology 3-6 Credits

Training in the efficient collection of data that has a bearing on the problem being investigated. Stresses the technique of proper summarization of the collected material as well as the integration of that material into a comprehensive report. A research design is prepared and hypotheses tested in the field. The original library research is then combined with the findings to produce a mini-thesis. Approval of student's program by a sponsoring faculty member and the department Independent Study Committee is required.

Prerequisite(s): SOC 201, SOC 301.

Spanish (SPA)

SPA 100 Spanish I 3 Credits

Introduction to the fundamentals of Spanish grammar, with emphasis on communicative skills, in culturally authentic contexts. Students are required to work extensively with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): placement test if Spanish has been studied elsewhere.

SPA 101 Spanish II 3 Credits

Continuation of Spanish 100. Emphasizes the use of language for communicative and cultural competency while developing a solid grammar foundation in Spanish. Students are required to work extensively with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SPA 100 or placement test.

SPA 102 Elementary Spanish II Abroad 3 Credits

This course is the second part of the first year experience in Spanish and is designed for students who have taken Spanish for Beginners I and who are interested in experiences abroad in a Spanish speaking culture. The aim is to develop the four basic skills (listening comprehension, speaking, reading, and writing) in and beyond the classroom. The discussion of distinctive cultural aspects of the Hispanic world is an integral part of this course as well as to encourage students to experience the world through the eyes of the other culture by exposing them to the literature and arts of the local culture.

SPA 200 Spanish III 3 Credits

An intensive review of Spanish grammar with emphasis on aural-oral (listening and speaking skills) and composition writing. Literary and cultural readings will be used to develop these skills. A special section may be offered to address the needs of native speakers. Students may be required to work with audio and/or video materials and online sources. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisite(s): SPA 101 or placement test.

SPA 201 Spanish IV 3 Credits

A continuation of Spanish grammar review with emphasis on aural-oral and written skills to prepare students for further study. The discussion of distinctive cultural aspects of the Hispanic world is an integral part of this course. This course counts towards the fulfillment of the Essential Competencies element of the CLAS general education curriculum.

Prerequisites: SPA 200 or placement test.

SPA 300 Advanced Grammar & Composition 3 Credits

A systematic review of grammatical structure. The development of writing skills, in preparation for upper level courses in literature, culture and professional language.

Prerequisite(s): SPA 201, placement test at 300-level or above.

Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 301 Spanish for Business 3 Credits

A solid foundation in business vocabulary and cultural concepts; situational practice in geographic and cultural contexts necessary to be successful in today's Spanish-speaking world. Practice in writing business letters and other documents. Oral and written assignments to help students improve their critical thinking and become better communicators.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 302 Writing and Translating 3 Credits

Practice in writing and an introduction to translation for students who will use Spanish in their professional lives. Using literary, cultural and journalistic sources, students learn various writing discourses including narration, description, exposition, argumentation, and journalistic and letter writing. Translation involves preliminary study of translation theory and techniques, and practice with texts from students' chosen careers. Additional study of Spanish grammar as necessary.

Prerequisite(s): SPA 201, placement test at 300-level or above, or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 303 Advanced Communication in Spanish 3 Credits

The focus of the course is to strengthen the student's aural comprehension and speaking skills by providing a framework for regular guided practice of fundamental grammar structures and vocabulary enhancement in the context of Hispanic cultures. Listening activities will include live speech, video recordings, film shorts and one full-length movie. Speaking tasks will be reinforced with written exercises.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 305 Cervantes 3 Credits

A detailed study of Cervantes' masterpiece *El ingenioso hidalgo Don Quijote de la Mancha*. Lectures, discussions, and supplementary readings.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 310 Spanish Culture & Civilization 3 Credits

Spain's cultural achievements are studied in light of the country's unique historical and social reality through the use of historical, artistic, architectural, cinematic and literary sources. Cross-cultural awareness is enhanced through exercises that compare Spanish and American society. Classes are in English. No knowledge of Spanish required. This course may contain an optional travel component offered before or after the semester or during spring break.

SPA 311 Latin American Latino Culture 3 Credits

A panoramic survey of Latin American cultural achievements in light of the unique social and political history from the pre-Columbian period to the present. The cross-cultural perspective includes a study of Latino culture in the United States. Classes are in English. No knowledge of Spanish is required.

SPA 320 Introduction to Spanish Literature 3 Credits

Examines through lectures, readings and class discussions selected texts and their relationship to the main currents of European literary history. Introduction to the practice of literary analysis through written composition. Required for majors.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 325 Introduction to Latin-American/Latino Literature 3 Credits

A study of the development of Latin-American and Latino literature from its origins to the present through the reading, analysis and discussion of representative works by major authors. This course increases the understanding of how social, historical, and political events, together with native as well as foreign literary movements, create a unique literature, conveying the Hispanic-American reality. Required for majors.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 395 Phonetics for Communication 3 Credits

A systematic study of the production of Spanish sounds with practice in phonetic transcription and a preliminary investigation of dialects.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 403 Medieval Literature 3 Credits

Surveys the literature of Spain during the Middle Ages, with special emphasis on major writers such as Gonzalo de Berceo and Don Juan Manuel, and attention to the epic and the medieval ballad. Modern versions of medieval Spanish are used.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 410 Modern Hispanic Poetry 3 Credits

Surveys the poetic genre, emphasizing how to read, analyze, and appreciate poetry. Major poets from Spain and Spanish America of the 19th and 20th centuries representing the main currents of modern lyricism are studied. Focuses on such major writers as Rosalía de Castro, Darío, Jiménez, Machado, Vallejo, Mistral, Neruda, Lorca, Paz, Ana Rossetti, Nicolas Guillen, and Nancy Morejon.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 411 Modern Spanish Novel 3 Credits

Traces the development of the Spanish novel, paying particular attention to the masters of the 19th-century Realism (Galdos and Clarín), the innovations and experimentation of the Generation of '98 (Unamuno, Baroja, Valle-Inclán, and Pérez de Ayala), and the novelists of the post-Civil War and contemporary periods (Cela, Delibes, Goytisolo, Martín Gaité, Matute, Fernández Cubas, and Javier Marías). Emphasis on the aesthetics of the novel as a literary form.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 412 Hispanic Theater and Film 3 Credits

This course explores through theater and cinema the compelling issues that have shaped Hispanic cultures and consciousness throughout the centuries. Sample topics include war and remembrance; myth and history; freedom and authority; immigration; globalization; and race, class, and gender. The course may focus on specific authors or historical periods. Representative playwrights include Lope de Vega, Zayas, Zorrilla, Avellaneda, Lorca, Buero Vallejo, Sastre, Solorzano, Carballido, Lopez Mozo, and Pedrero. Directors include Buñuel, Saura, Gutiérrez Alea, Almodovar, Rocha, Salles, Erice, Zambrano, and Bollain.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 413 The Hispanic Short Story: Transatlantic Connections 3 Credits

This course will introduce students to the most representative writers of the short story in Spain and Latin America from Romanticism to the present. Students will be prepared to perform close readings of the literary genre under study, to analyze the form and content of the texts read, paying due attention to all internal and external aspects that impact the narrative process and the evolution of the short story. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 415 Spanish Renaissance 3 Credits

The origins and evolution of the Renaissance in Spain and of the literary expression of Renaissance culture as reflected in the development and perfection of prose and lyrical styles through the 16th century. Topics include the medieval heritage, Spanish Humanism, the Celestina, the Renaissance ideal in amatory prose and poetry, mysticism, the ballad, and the picaresque novel.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 416 The Spanish Golden Age 3 Credits

The literature of Spain during a period of political decline and outstanding aesthetic achievement: Lope de Vega and the rise of a national theatre; Calderon's drama of ideas; the development of the novella and the picaresque novel; the poetry and prose of Gongora, Quevedo, and Gracian. Also includes an introduction to literary theory.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 420 From Colonies to Nations 3 Credits

This course consists of a panoramic survey of Colonial Latin American literature in light of the unique social, cultural and political history from the pre-Columbian to the Independence period (1825).

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Note: This course is cross-listed as LAC 420. Students may not get credit for both SPA 420 and LAC 420.

SPA 426 Latin American/Latino Film and Fiction 3 Credits

A study of the main trends in contemporary Hispanic fiction written in Latin America and the United States. Analysis and discussion of selected novels and short stories, and their cinematic representation on film. Required for majors. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Prerequisite(s): SPA 201, placement test at 300-level or above or SPA 300 or above. Exceptions may be made for Study Abroad or native/heritage speakers with permission of chairperson.

SPA 490 Independent Study: Research and Creative Expression 1-4 Credits

Independent Research and Study allows juniors and seniors in good academic standing to investigate topics of interest under faculty supervision. Projects must be approved by the faculty member, department chairperson, and academic dean no later than the third week of the semester in which the project is to be conducted. Only one project can be scheduled in a semester, and for no more than four semester hours; up to 12 semester hours of independent research and study may be counted toward graduation. Note that individual departments may have additional restrictions.

SPA 491 Internship in Foreign Languages 1-4 Credits

A supervised work experience in an approved organization to gain knowledge of the importance and interrelationship of foreign languages and cultures in the workplace. Placements can be made in international governmental agencies, international trade associations, multinational corporations, social service agencies and other appropriate workplace environments both in the United States and abroad. With permission of the supervisor and faculty advisor, a three-credit internship may be substituted for a collateral requirement as credit toward the major.

Prerequisite(s): students should have completed at least one 300-level course in the foreign language.

SPA 496 Special Studies 3 Credits

A seminar open to a variety of topics treating a particular author, period, genre, or theme.

Prerequisite(s): permission of instructor.

Special Education-UG (SPE)

SPE 201 Foundations in Special Education and Inclusive Practice 3 Credits

This course emphasizes the foundations of special education and introduces students to inclusive practice. Philosophical, historical, and legal foundations of special education and characteristics of students with disabilities will be examined. Students will learn the components of an Individualized Education Program (IEP), how to adapt learning environments and curricular materials, as well as how to select and implement modifications for students with disabilities. Inclusive educational practices including communication, coteaching, and collaborative partnerships will be addressed through case studies and fieldwork.

Prerequisite(s): A cumulative GPA of 2.75 is required.

SPE 202 Teaching Students with Autism Spectrum Disorder and Low-Incidence Disabilities 3 Credits

This course is designed to examine the characteristics of individuals with Autism Spectrum Disorder (ASD) and strategies to support their academic, communication, and social/behavioral growth, including the use of assistive technology and positive behavioral supports.

Methods and strategies for ASD and other low incidence disabilities will be explored. Through active participation in class and field sites, students will become aware of the various social issues related to family, education, transition, community resources and work experiences of individuals with these disabilities. Students will be required to complete a minimum of 30 weekday field hours in addition to regularly scheduled class hours.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 210 Global Encounters 3 Credits

This course is an international learning experience focused on exploring educational opportunities in the United States and abroad. Students will study the history, policy and practice of special education in the United States and compare it with another country and culture first hand, through lectures, school visits and reflection. Current strategies and challenges of educators and families supporting individuals with disabilities will be examined. Through this cross-cultural experience, students will broaden perspectives and develop cultural awareness, knowledge, and understanding of diversity. This course is open to all students and disciplines. There are no prerequisites.

SPE 300 Inclusive Practices for General Education Teachers 3 Credits

This online course is designed to introduce preservice general education teachers students to special education and the inclusive classroom. Students will explore current issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed. A cumulative gpa of 2.75 is required. Prerequisite(s): EDU 106 and EDU 206.

SPE 303 Assessment and Instruction for Students with Disabilities 3 Credits

This course will emphasize the relationship between assessment and instructional design and implementation. Coursework includes the evaluation, selection, development, and adaptation of standardized, normreferenced, and functional assessments, such as a Functional Behavioral Assessment (FBA) and Ecological Assessment. Strategies to support literacy instruction for students with disabilities will be examined. Transition planning, program development, and agencies available to support students with disabilities and their families will be explored. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 304 Assessment and Instruction in the Inclusive Classroom 3 Credits

This course will emphasize assessment, planning, and instructional design to maximize the learning of all students, including those with exceptional learning needs, in the inclusive classroom. Students will have the opportunity to explore a variety of instructional strategies to meet the needs of diverse learners. Organization of learning environments and the collaborative process, including co-teaching models, will be utilized to design a long-term unit plan. This course requires a field experience in order to help students apply theory to practice.

Prerequisite(s): A cumulative GPA of 2.75 and SPE 201.

SPE 305 Assessment and Instruction for Students with Autism Spectrum Disorders 3 Credits

Through this course, teacher candidates will learn both theories related to teaching students with Autism Spectrum Disorder (ASD) as well as best practices in the classroom related to academic instruction, as well as emotional, behavioral, and communicative interventions. This course also includes a field component, in which teacher candidates are expected to complete 10 hours of observation in a classroom with students with ASD. The course begins by examining the characteristics of the disability, causes, early warning signs, diagnostic procedures, and early intervention practices. Specific practices related to instruction and intervention as well as how to best structure a classroom for students will be examined. Teacher candidates will receive instruction in a variety of strategies and practices, even those that do not yet qualify as EBPs, as well as their theoretical underpinnings. Strategies for communicating effectively and efficiently with parents, as well as the most current and/or special issues in the field will also be discussed. Issues related to post-secondary transition will also be examined. A cumulative GPA of 2.75 is required.

Sport Management (SPT)

Courses and Descriptions

SPT 250 Introduction to the Business of Sports 3 Credits

This course is designed to introduce the student to the business of sports. Business principles, such as management, marketing, law, finance and economics will be applied to the business of sports. The course will also explore the various career opportunities in the world of sports.

SPT 320 Business of Global Sport 3 Credits

The course explores the diverse challenges and issues facing the managers of sports enterprises in the context of the global marketplace. Issues of governance, cross-cultural interactions and business activities will be examined as they relate to modern sport at the international level. By evaluating case studies and examining current issues in the field, students will gain an understanding of the relationships and responsibilities associated with being a business professional in the global sport industry.

SPT 322 Sports Analytics 3 Credits

This course will address the theory, development, and application of analytics in sports. Analytics refers to the use of statistical techniques and visualizations to measure performance and make decisions. Students will learn about the application of analytics in sports for purposes of strategy, player performance, team management, sports operations and fantasy competitions. Classwork will consist of readings, lectures, discussions, presentations from guest speakers, and hands-on labs. Students will work on projects related to the use of analytics in the various professional sports leagues and college sports. Pre-reqs: CIS 185, MSD 200 and SPT 250.

SPT 325 Financial Management in the Sport Industry 3 Credits

This course is designed to build upon earlier knowledge from courses in economics, accounting and finance that emphasizes the sports industry and the challenge for financial managers in areas such as stadium/arena financing, financial analysis and valuation. Business models and their financial implications for media and sports related enterprises as well as the business of college athletics will also be covered.

SPT 355 Sports and the Law 3 Credits

Examines the legal, ethical, economic, social and managerial issues related to sports. Topics include liability issues, contracts, employment discrimination, antitrust law, and constitutional law. This course is cross-listed as LAW 355. Students may not get credit for both SPT 355 and LAW 355.

SPT 444 Selected Topics in Sport Management 3 Credits

This course is offered occasionally with topics and prerequisites set by the Business of Sports Program faculty. This course can be used as an elective for the Sport Management major, Sport Studies minor, or as a free elective. This course is graded on a letter grade basis.

Prerequisite: SPT 250.

SPT 450 Contemporary Issues in Sport Management 3 Credits

This course will address the theory, development, and application of analytics in sports. Analytics refers to the use of data and quantitative methods to measure performance and make decisions. Students will learn about the application of analytics in sports for purposes of strategy, player performance, team management, sports operations, and fantasy competitions. The class will consist of lectures, discussions, and guest speakers from the sports industry. Students will work on projects related to the use of analytics in the various professional sports leagues and college sports.

Prerequisite: SPT 250, senior standing, and completion of 15 credit hours in business of sports coursework or permission of instructor.

SPT 490 Independent Research and Study 1-4 Credits

Topic to be approved by the professor and chairperson. Available for juniors and seniors. No more than 12 credits allowed toward graduation, which may be counted as a business or free elective.

Prerequisite(s): Junior standing, 9 credits in Sport Management courses (including SPT 250) and permission of instructor.

SPT 491 Sport Management Internship 1-3 Credits

Sports related internships can be used to satisfy an elective requirement for the Sport Management Major, Business of Sports Minor and Sport Studies Minor. The course is graded as Pass/Fail.

Sustainability Studies (SUS)

SUS 100 Introduction to Sustainability Studies 4 Credits

Sustainability is an idea that will shape the lives of all in the 21st century. Students will explore how we arrived at our current precarious environmental situation and investigate cutting-edge methods that support human development and protect the natural ecosystems on which we will depend. By exploring principles of sustainability (whole-systems approaches, resource limitations, stewardship) through many different lenses, students will appreciate the interdisciplinarity of the sustainability enterprise. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

Corequisite(s): SUS 100L.

SUS 100L Intro to Sustainability Lab 0 Credits

For students concurrently taking SUS 100. Field trips, visiting speakers, and films to complement topics covered in the introductory course. One three-hour laboratory per week.

Corequisite(s): SUS 100.

SUS 400 Sustainability Studies Seminar 3 Credits

To synthesize sustainability studies coursework and internship experiences, students will collaboratively develop and implement a sustainability project on the Rider campus, aiming to simultaneously reduce both depletable resource use and environmental impact. Seminar sessions will explore the historical development of current systems and innovative thinking related to sustainability planning related to the focal issue. Specific topic at discretion of the instructor. **Prerequisite(s):** SUS 100, SUS 100L.

Corequisite(s): SUS 400 or as prerequisite or permission of instructor.

SUS 490 Independent Study: Research and Creative Expression 1-4 Credits

Immerses the student in applying sustainability principles in a field setting. Students are expected to assess the outcomes of their projects and communicate their results verbally and in writing to interested audiences.

SUS 491 Internship in Sustainability 1-4 Credits

A supervised work/service experience in an approved organization where students gain understanding and experience with applying sustainability principles. Placements may be in private, public, educational, non-profit or governmental organizations. Students are expected to include measurement and documentation of the environmental, social, and economic impact of their work. A minimum of 50 hours of work is required for one credit. At least 150 hours are required to earn 3 credits.

Theatre (THE)

THE 105 Theatre History to 1700 3 Credits

The history of theater from the primitive time through the Baroque era. Examines major plays and playwrights, emphasizing the Greek, Roman, Medieval, and Elizabethan eras. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 106 Theater History Since 1700 3 Credits

The history of theater from the Restoration to the present. Examines major plays and playwrights, emphasizing the Restoration, Romantic, and Realistic movements. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 107 Acting I: Intro to Acting 3 Credits

Exercises and improvisations developing the fundamental prerequisites for the actor are provided. The emphasis is on vocal and physical mobility and the ability to communicate emotional states from the stage.

THE 110 Acting II: Scene Study 3 Credits

Basic acting techniques. Emphasis on the ingredients of any action: what am I doing, where, why, who am I, what is my attitude toward partner?

Prerequisite(s): THE 107.

THE 111 Theatre Lab 0 Credits

This class serves as a forum for students to cultivate practical professional skills. Through seminars, guest speakers and master classes, this lab will give the students necessary tools to enter the professional theater. Theater majors must meet the weekly attendance and participation requirements during every semester up to a total of six.

THE 115 Stagecraft 3 Credits

The theory and practice of construction and rigging of stage scenery is offered. Emphasis is on actual productions and road show set-ups. One lecture and two labs per week.

THE 116 Stagecraft Practicum 1 Credits

Work in the various shops and stages specializing in different areas such as carpentry, scenic painting, lighting and electrics, costumes and props, assisting main stage productions under the supervision of the design or technical staff.

Prerequisite(s): THE 115.

THE 118 Visual Imagination 3 Credits

Introduction to the visual world of theater design. Visual examples, physical exercises and handcraft of composition and style, with dramatic input and meaning. The course explores how to translate ideas in a dramatic text into a visual context.

THE 120 Theater Appreciation 3 Credits

By exploration of dramatic literature, conclusions are drawn as to man's relationship to his particular period, style, political, social, and psychological environment. Appreciation of the theatrical event is included. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 127 Theatre Production 1 Credits

Students rehearse and perform roles in a play produced by the department and directed by a member of its faculty. Students may also prepare a major element of design or technology for the production. Maximum of eight credits are accepted in theatre production, band and/or choir.

THE 127T Theatre Production Tech 1 Credits**THE 199 The Arts in Contemporary Civil 3 Credits**

An integrated study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama.

THE 218 Stage Lighting 3 Credits

The theory and practice of stage lighting as utilized in concept, dance, and theatre. Considers the nature of light, controlling light, color theory, electricity, electrical safety, and lighting design.

Prerequisite(s): THE 115.

THE 219 Stage Management 3 Credits

Provide necessary tools to get started as a production stage manager (PSM), including management, leadership, communication and organizational skills. Providing guidelines to prepare production paperwork. Overview of the relationship between the PSM and other production personnel.

Prerequisite(s): THE 115.

THE 220 Movement for the Actor 3 Credits

This course is an introduction to movement training methodologies, and emphasizes physical awareness and expressivity as it relates to development of character.

Prerequisite(s): THE 107, Open to Theater majors or minor, or by permission of the instructor.

THE 221 Voice for the Actor 3 Credits

Focuses on exploration of the basic principles of vocal production and cultivating natural expressivity of the voice. Class work is based upon the classic progression of voice exercises of Kristin Linklater.

Prerequisite(s): THE 107; Open to Theatre majors or minor, or by permission of the instructor.

THE 222 Speech and Dialects for the Actor 3 Credits

Focuses on exploration of the International Phonetic Alphabet (IPA) and the use of the IPA in learning dialects (including Standard Neutral American) for the stage.

Prerequisite(s): THE 107; Open to Theater majors or minor, or by permission of the instructor.

THE 223 Costume Design 3 Credits

Introduction to tasks, skills and expertise of costume design and costuming techniques, relationship with other creative production and cast members. Students will create sketches and develop basic construction plans. Develop familiarity with fabrics, patterns, common challenges in costume design.

Prerequisite(s): THE 115, THE 118.

THE 224 Stage Make Up 3 Credits

Basic application of make up artistry and techniques for the stage. How it can help build a character, and how to apply to self and others.

THE 225 Sound Design 3 Credits

Introduction to sound design and its diverse use and practice for the staged productions, e.g. plays, musicals, operas and dance.

Prerequisite(s): THE 115.

THE 226 Drafting for the Stage 3 Credits

Covers essential drafting language for staged productions. Drafting of ground plans, sections, elevations, and renderings by hand and with computers.

Prerequisite(s): THE 115.

THE 227 Properties and Scenic Painting 3 Credits

Covers general aspects of scenic painting and props for the stage. Hands on exercises, needs and challenges of each area, how work is usually accomplished in the professional world. Explore different textures, materials and how to combine them.

Prerequisite(s): THE 115, THE 118.

THE 240 Script Analysis 3 Credits

This course provides students with a technique for analyzing any text by breaking down scenes into objectives, conflicts, beats, activities and subtext, allowing the actor to construct an approach to finding character.

Prerequisite(s): THE 107.

THE 300 Acting for the Camera 3 Credits

Focuses on the craft and artistry of acting in television and film. Examination of TV production and the styles needed for work in various media will be discussed. Physicalization, simplicity, listening, marking and other technical requirements will be explored. Staging involving different camera angles will be rehearsed. The emphasis of this class is on adapting the performance to the special needs of the camera.

Prerequisite(s): THE 107.

THE 306 American Theatre History 3 Credits

The history of the American theater from the colonial period to the present, emphasizing dramatic scripts and theatrical conventions. Examines important playwrights, theorists, and practitioners representative of each period of American history, emphasizing the 19th and 20th centuries.

THE 307 Contemporary American Theater 3 Credits

Today's most influential theatre artists are discussed. Focusing on playwrights, the form and content of dramatic literature considered most significant today are examined along with recent innovations in design and staging practices.

THE 308 Modern Drama 3 Credits

Surveys American and European drama from 1920 to 1970. All plays are read in English translation. In these plays, theatrical artists address the great themes of this century. While doing so, they also expand the limits of theatrical expression.

THE 310 Acting III 3 Credits

Students will study in-depth techniques for exploring characterization. They will be introduced to the "magic if" and study techniques for placing themselves in the circumstances of the characters they are portraying. They will learn the interior and exterior analysis of characters using "Adler" and "Practical Aesthetics" techniques.

Prerequisite(s): THE 107, THE 110.

THE 311 Acting IV 3 Credits

Students will learn the appropriate techniques to explore characters in the three styles of Elizabethan, Restoration, and Commedia dell'arte theatre. Sessions will include movement, effective speech, and finding appropriate actions for each style. Students will also learn proper research techniques to understand cultural influences on plays and characters.

Prerequisite(s): THE 107, THE 110, THE 310.

THE 312 The Arts Abroad 3 Credits

A two-week trip abroad that includes a critical study of the music and theatre. Students are required to attend all performances, guided tours, and classes before and after the trip. A travel journal and final paper is required. A travel fee is required. Travel sites and artistic disciplines may vary year to year. May be taken more than once for credit.

Prerequisite(s): Permission of instructor.

THE 317 Scenic Design 3 Credits

The study and application of design principles as related to the stage. Incorporates the design process, decor research, styles, materials, and construction technology.

THE 400 Directing 3 Credits

The technique of play directing and production management. Lectures present aesthetic and theoretical concepts that are explored in workshops. Each student is required to direct and analyze a one-act play.

Prerequisite(s): THE 107, THE 110, THE 115.

THE 410 Advanced Performance Workshop 3 Credits

An opportunity to work an entire semester on a specific style or period of theatre, e.g., Shakespeare, farce, Readers' Theater.

Prerequisite(s): THE 107, THE 110.

THE 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

THE 491 Internship in Theater 1-12 Credits

Provides junior or senior theatre majors the practical experience of working within a professional theater environment. Students must be sponsored by a theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

THE 495 Selected Topics in Theatre His 3 Credits

Intensive study of a particular topic, such as the work of one dramatic movement, one period in dramatic history, or one nation's history. Students become deeply involved in an area through research, class discussions, and individual consultation with the instructor.

THE 496 Senior Internship 6-12 Credits**THE 498 Senior Capstone 3 Credits**

The senior capstone is intended for technical theatre students in their final year. Depending on the required abilities, students will be able to design sets, lights, costumes, props or sound for a mainstage show at Rider University, do research on topics related to technical Theatre, internships outside Rider University or work on projects that will improve the use of facilities, storage or equipment for Theater and Dance Department.

THE 499 Senior Honors Program 3 Credits

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

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GRADUATE

Rider University's Vision and Mission

Rider's Vision

Rider University will be a premier, forward-looking university known for its Engaged Learning Program that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant living and learning community, challenges students, excites their imaginations and instills in them excellence in thought and action, preparing them for highly engaged and fulfilling professional and personal lives.

Rider's Mission

Rider University welcomes students from throughout the region, across the nation, and around the world who seek to be challenged and supported as active members of our inclusive and vibrant living and learning community. Committed to student growth, transformation and leadership, we connect rigorous academic, artistic and professional programs of study with a rich array of learning experiences that engage students inside and outside the classroom. We prepare graduates to thrive professionally and to be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.

Our students, alumni, faculty, staff and administrators live the **RIDER PROMISE** by being forever:

Prepared to contribute meaningfully to the changing world in which they live and work

Respectful of all people, rights, freedoms and individual differences

Open to a life of independent learning

Motivated to be responsible citizens who support the common good

Innovative, creative and resourceful

Skilled and thriving professionals, educators, artists and performers

Engaged in their communities as leaders and role models

Accreditations

Rider University is regionally accredited by the Middle States Commission on Higher Education.

The University also holds many specialized accreditations that 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. 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) and Council for the Accreditation of Educator Preparation (CAEP). 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 (NASP) accreditation.

Rider's B.S. Chemistry program is approved by the Professional Training of the American Chemical Society.

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

Notice of the Title IX Coordinator

As a community of educators and learners, Rider University is committed to fostering an environment dedicated to learning and mutual respect as reflected in the University's mission, Statement of Community Values, Anti-Harassment and Non-Discrimination Policy and Title IX. All students, faculty, administrators and staff at the University have the right to expect an environment that allows them to enjoy the full benefits of their work or learning experience. The University, therefore, does not condone violations of its Anti-Harassment and Non-Discrimination Policy and treats all allegations about violations very seriously. As outlined in the Anti-Harassment and Non-Discrimination Policy ([www.rider.edu/ahnd](http://www.rider.edu/sites/default/files/docs/anti-harassment-non-discrimination-2015-16_v08012016.pdf)) (http://www.rider.edu/sites/default/files/docs/anti-harassment-non-discrimination-2015-16_v08012016.pdf), the University prohibits all forms of discrimination, harassment, sexual assault, sexual misconduct, sexual harassment, dating violence, domestic violence and stalking.

Rider University is an Equal Opportunity and Affirmative Action Employer.

No one will be denied employment at, admission to, or the opportunity to participate in educational programs and activities at the University on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation, gender identity, national origin, ethnicity, status as a Vietnam-era qualified disabled veteran or other protected veteran, or status as a member of any other protected class under federal or state law. The University does not discriminate on the basis of any of the aforementioned protected bases in the recruitment and admission of students, the recruitment and employment of faculty, administrators and staff, and the operation of any of its programs and activities.

The Associate Vice President for Human Resources serves as both the Affirmative Action Officer and the Title IX Coordinator for the University, and is the resource available to anyone seeking additional information or wishing to file a complaint related to Affirmative Action and discrimination on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation, gender identity, national origin, ethnicity, status as a Vietnam-era, qualified disabled veteran or other protected veteran, or status as a member of any other protected class under federal or state law.

The Affirmative Action Officer and the Title IX Coordinator for the University may be contacted as follows:

Robert Stoto

Associate Vice President for Human Resources/Title IX Coordinator and Affirmative Action Officer
Moore Library, Room 108
609-895-5683
rstoto@rider.edu

Rider University is an Equal Opportunity and Affirmative Action Employer. The Associate Vice President for Human Resources serves as both the Affirmative Action Officer and the Title IX Coordinator for the University, and is the resource available to anyone seeking additional

information or wishing to file a complaint related to Affirmative Action and discrimination on the basis of race, creed, color, religion, handicap/disability, gender, age, marital status, sexual orientation or national origin. The Associate Vice President for Human Resources is located in Moore Library, Room 108 and can also be reached at 609-895-5683.

COLLEGES AND SCHOOLS

- College of Business Administration (p. 836)
- College of Continuing Studies (p. 872)
- College of Education and Human Services (p. 874)
- College of Liberal Arts and Sciences (p. 956)

PROGRAMS AND CERTIFICATES

Program	Degree	Certificate
Applied Psychology (M.A.) (p. 716)	✓	
Athletic Leadership (M.A.) (p. 720)	✓	
Bilingual Education Endorsement Certificate (p. 722)		✓
Business Analytics Graduate Certificate (p. 723)		✓
Business Communication (M.A.) (p. 725)	✓	
Business Education/Marketing Education Comprehensive (K-12) Certificate (p. 728)		✓
Clinical Mental Health Counseling (M.A.) (p. 729)	✓	
Cooperative Education Coordinator Certificate (p. 733)		✓
Corporate Finance M.S. (p. 734)	✓	
Counseling Services (M.A.) (p. 736)	✓	
Counseling Services (Ed.S.) (p. 740)	✓	
Dance Education (K-12) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/dance_educ)		✓
Developing People and Organizations Certificate (p. 745)		✓
Director of School Counseling Services Certificate (p. 746)		✓
Doctor of Educational Leadership (p. 747)	✓	
Early Childhood Education (P-3) Certificate (p. 752)		✓
Educational Leadership (M.A.) (p. 754)	✓	
Elementary Education (K-6) Certificate (p. 758)		✓
Endeavor STEM Concentration (p. 759)		
Endeavor STEM Professional Development Certificate (p. 763)		✓
English as a Second Language / ESL (K-12) Certificate (p. 767)		✓
English as a Second Language Endorsement Certificate (p. 769)		✓
English Language Arts Education (K-12) Certificate (p. 770)		✓
Forensic Accounting Graduate Certificate (p. 772)		✓
Graduate Certificate in Higher Education (p. 773)		✓
Health Communication Concentration Master of Arts in Business Communication (p. 774)	✓	
Homeland Security (M.A.) (p. 776)	✓	
Life and Career Coaching Certificate (p. 780)		✓
Master of Accountancy (p. 781)	✓	
Master of Business Administration (p. 785)	✓	

Mathematics Education (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification)		✓
Music Education (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate)		✓
Online Master of Accountancy (p. 792)	✓	
Online Master of Business Administration (p. 794)	✓	
Organizational Leadership (M.A.) (p. 800)	✓	
Principal Certificate (p. 804)		✓
Reading Specialist Endorsement (p. 806)		✓
School Psychology (Ed.S.) (p. 807)	✓	
Science Education K-12 Certificate (Biological Sciences Chemistry Earth Sciences or Physics) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate)		✓
Social Studies (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate)		✓
Special Education (M.A.) (p. 811)	✓	
Student Assistance Coordinator Certificate (p. 814)		✓
Supervisor of Instruction Certificate (p. 816)		✓
Teacher Leadership (M.A.) (p. 817)	✓	
Teacher Leadership Professional Development Certificate (p. 827)		✓
Teacher of Students with Disabilities Certificate (p. 829)		✓
Teaching (M.A.T.) (p. 830)	✓	
The Executive Master of Business Administration (p. 832)	✓	
Theater Education (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/theater_educ)		✓
World Languages (K-12) Certificate in French or Spanish (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate)		✓

College of Business Administration (p. 715)

College of Continuing Studies (p. 715)

College of Education and Human Services (p. 715)

College of Liberal Arts and Sciences (p. 715)

College of Business Administration

Program	Degree	Certificate
Business Analytics Graduate Certificate (p. 723)		✓
Corporate Finance M.S. (p. 734)	✓	
Forensic Accounting Graduate Certificate (p. 772)		✓
Master of Accountancy (p. 781)	✓	
Master of Business Administration (p. 785)	✓	
Online Master of Accountancy (p. 792)	✓	
Online Master of Business Administration (p. 794)		
The Executive Master of Business Administration (p. 832)	✓	

College of Continuing Studies

Program	Degree	Certificate
Athletic Leadership M.A. (p. 720)	✓	

College of Education and Human Services

Program	Degree	Certificate
Bilingual Education Endorsement Certificate (p. 722)		✓
Business Education/Marketing Education Comprehensive (K-12) Certificate (p. 728)		✓
Clinical Mental Health Counseling (M.A.) (p. 729)	✓	
Cooperative Education Coordinator Certificate (p. 733)		✓
Counseling Services (M.A.) (p. 736)	✓	
Counseling Services (Ed.S.) (p. 740)	✓	
Dance Education (K-12) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/dance_educ)		✓
Developing People and Organizations Certificate (p. 745)		✓
Director of School Counseling Services Certificate (p. 746)		✓
Doctor of Educational Leadership (p. 747)	✓	
Early Childhood Education (P-3) Certificate (p. 752)		✓
Educational Leadership (M.A.) (p. 754)	✓	
Elementary Education (K-6) Certificate (p. 758)		✓
Endeavor STEM Concentration (p. 759)		
Endeavor STEM Professional Development Certificate (p. 763)		✓
English as a Second Language / ESL (K-12) Certificate (p. 767)		✓
English as a Second Language Endorsement (p. 769)		✓
English Language Arts Education (K-12) Certificate (p. 770)		✓

Graduate Certificate in Higher Education (p. 773)		✓
Life and Career Coaching Certificate (p. 780)		✓
Mathematics (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification)		✓
Music Education (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate)		✓
Organizational Leadership (M.A.) (p. 800)	✓	
Principal Certificate (p. 804)		✓
Reading Specialist Endorsement (p. 806)		✓
School Psychology (Ed.S.) (p. 807)	✓	
Science Education (K-12) Certificate (Biological Sciences Chemistry Earth Sciences or Physics) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate)		✓
Social Studies (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate)		✓
Special Education (M.A.) (p. 811)	✓	
Student Assistance Coordinator Certificate (p. 814)		✓
Supervisor of Instruction Certificate (p. 816)		✓
Teacher Leadership (M.A.) (p. 817)	✓	
Teacher Leadership Professional Development Certificate (p. 827)		✓
Teacher of Students with Disabilities Certificate (p. 829)		✓
Teaching (M.A.T.) (p. 830)	✓	
Theater Education (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/theater_educ)		✓
World Languages (K-12) Certificate in French or Spanish (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate)		✓

College of Liberal Arts and Sciences

Program	Degree	Certificate
Applied Psychology (M.A.) (p. 716)	✓	
Business Communication (M.A.) (p. 725)	✓	
Health Communication Concentration Master of Arts in Business Communication (p. 774)	✓	
Homeland Security (M.A.) (p. 776)	✓	

Applied Psychology

Program Overview

The Master of Arts in Applied Psychology: Applied Behavior Analysis (ABA) is intended to provide students with theoretical and practical knowledge in applied behavioral psychology while also providing general understanding of how psychology relates to ABA practice.

Applied behavioral psychology 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, addictions, feeding problems, exercise, etc.) and most often in interventions with individuals with developmental disabilities.

Mission Statement

The Master of Arts in Applied Psychology: Applied Behavior Analysis (ABA) prepares students to excel in professional careers as scientist-practitioners. By challenging students to use a scientific lens when creating and evaluating clinical interventions, and to use an applied lens when designing research, this program will ensure that students are prepared to achieve success in behavior analytic employment, or to pursue further education upon completion of the program.

National Certification in Behavior Analysis

The Behavior Analyst Certification Board, Inc. (<http://www.bacb.com>)® (BCBA) has verified Rider University's ABA core course sequence as providing the content hours under the 4th Edition Task List and meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.

Admission Status

Upon completion of the steps in the application procedure, 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.

Transfer of Credits

Upon acceptance to the Master of Arts 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 Applied Psychology Steering Committee. 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.

Academic Standing

A minimum grade of "B" is required to obtain credit toward graduation. A grade of "B-" or lower will not count toward graduation credits. A GPA of 3.0 must be maintained to remain in good academic standing. Students whose GPA falls below 3.0 will be placed on Conditional Standing.

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

Rider University reserves the right to dismiss any student when, in the judgment of the faculty or the officers of Rider, such action seems advisable. Any of the following situations will result in the automatic dismissal of a student working toward a graduate degree or certification program in Applied Psychology:

- Receiving more than two grades of "B-" or lower in two graduate courses;
- Not attaining a grade point average of 3.0 after taking 12 or more graduate credits at Rider University;
- Failure to complete the program within the required 6 years.

Graduation Requirements

To graduate, students must have completed all the requirements for the degree within 6 years of enrolling in the program, have a GPA of 3.00 or higher, and have submitted the degree application for graduation form to the Dean's office.

Graduation with Distinction

Students who graduate with an overall grade point average of 3.85 or higher 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.

Contact

Frances Perrin English, Ph.D.

Program Coordinator, Adjunct Assistant Professor
Science 322A
609-896-5034
fperrinengl@rider.edu

Program Website: M.A. in Applied Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/ma-applied-psychology>)

Associated Department: Department of Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/psychology>)

Degree Requirements

The program requires 36 semester hours and includes 11 psychology courses and a required field placement experience. The supervised fieldwork must be at a pre-approved site.

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

Code	Title	Credits
Core Curriculum Requirement		
PSY 510	Intro Applied Behav Analysis	3
PSY 511	Principles of Learning	3
PSY 513	Observational Methods and Functional Assessment	3
PSY 514	Single Subject Research Design and Analysis	3
PSY 516	Creating Effective & Ethical Interventions	3
PSY 535	Language Assess and Intervent	3
PSY 536	Social Skills Assess & Intervene	3
Electives		
Select four of the following:		12
PSY 315/PSY 515	Psychological Tests	
PSY 325/PSY 525	Cognitive Development	
PSY 345/PSY 545	Health Psychology	
PSY 365/PSY 565	Drugs and Human Behavior	
PSY 374/PSY 574	Psychology of the Family	
PSY 377/PSY 577	Developmental Psychopathology	
PSY 382/PSY 582	Aging, Brain, and Cognition	
PSY 501	Introduction to Applied Psychology Skills	
PSY 518	Organizational Behavior Management	
PSY 520	Interventions for Challenging Behavior	
PSY 530	Interventions for Individuals with Developmental Disabilities	
PSY 533	Interventions for Autism	
PSY 595	Special Topics ¹	
PSY 550	Behavior Analytic Approaches to Health and Physical Activity	
PSY 690	Independent Research and Study	
Field Placement Requirement		
PSY 590	Field Placement in Applied Behavior Analysis	3
Thesis (optional - replaces 2 electives)		
PSY 700	ABA Thesis I	
PSY 701	ABA Thesis II	
PSY 702	ABA Thesis III	

¹ Topics change each semester. Students may take up to 12 credits of Special Topics.

Overview

The 4+1 Masters in Applied Psychology, Applied Behavior Analysis concentration is designed for students who wish to combine undergraduate study in psychology leading to a Bachelor's of Arts degree with graduate study leading to a Masters of Arts in Applied Psychology.

The admission process for this program ensures that only capable students are enrolled. Freshman students are encouraged to seek advice about the program from their advisor and the program coordinator. The following courses must be completed if the student intends to apply to the program:

- PSY-212 Intro to Applied Behavior Analysis
- PSY-299 Field Placement in Applied Behavior Analysis. This course is intended to assist the student in determining if the program is a good match for them.

During the first semester of the junior year, the student will formally apply to the Applied Psychology program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Applied Psychology program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- Two letters of reference from professors or supervisors of relevant work or internship experience;
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Applied Psychology program;
- An interview with faculty from the Applied Psychology program; and
- Completion of required 200 level courses.

Students accepted into the Applied Psychology program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the BA degree when they complete the requirements for that degree in psychology. The MA will be awarded upon completion of the Applied Psychology graduate program requirements.

Academic Plans of Study

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Fall Cohort

Course	Title	Credits
Year 1		
Fall Semester		
PSY 510	Introduction to Applied Behavior Analysis	3
Elective		3
Semester Credit Hours		6
Spring Semester		
PSY 511	Principles of Learning	3

PSY 516	Creating Effective & Ethical Interventions	3
Semester Credit Hours		6
Summer Semester		
PSY 536	Social Skills Assessment & Intervention	3
PSY 535	Language Assessment and Intervention	3
Semester Credit Hours		6
Year 2		
Fall Semester		
PSY 514	Single Subject Research Design and Analysis	3
Elective		3
Semester Credit Hours		6
Spring Semester		
PSY 513	Observational Methods and Functional Assessment	3
Elective		3
Semester Credit Hours		6
Summer Semester		
Elective		3
PSY 590	Field Placement in Applied Behavior Analysis	3
Semester Credit Hours		6
Total Credit Hours for Graduation		36

PSY 510 Introduction to Applied Behavior Analysis 3 Credits

This course will provide an introduction to applied behavior analysis. Students will learn the history and defining features of the field. Due to the scientific nature of applied behavior analysis, students will also learn characteristics and processes associated with the scientific method. Furthermore, foundational concepts will be defined, along with relevant behavior change procedures.

PSY 511 Principles of Learning 3 Credits

This course will provide students with more in depth understanding of the philosophical assumptions, characteristics and basic principles of behavior analysis. Students will have the opportunity to review concepts learned during Introduction to Applied Behavior Analysis. This course will also provide an introduction to the basic research in behavior analysis. Students will become more fluent in definitions, characteristics, principles, processes, and concepts of behavior analysis.

Prerequisite(s): PSY 510.

PSY 513 Observational Methods and Functional Assessment 3 Credits

This course is designed to provide knowledge and skills of methodologies to conduct a thorough behavioral assessment, interpret the assessment data, and identify goals for treatment. Topics will include direct observation/data collection methods, data analysis, functional assessment, stimulus preference and reinforcer assessments, and ethical and professional issues. The second half of the course will deal specifically with functional analysis including the history of and variations to the methodology. The relationship between assessment techniques and the development of the least-restrictive but most effective behavioral intervention will also be discussed.

Prerequisite(s): PSY 510, PSY 511.

PSY 514 Single Subject Research Design and Analysis 3 Credits

Students will be introduced to the basic evaluative methods used in behavior analysis including various models of single subject design such as multiple baselines, reversal designs, and alternating treatment models. Students will design analyses, collect data, graphically display their data, and provide an analysis of findings. Students will read original behavior analytic research articles and practice analysis of findings.

Prerequisite(s): PSY 510, PSY 511.

PSY 516 Creating Effective & Ethical Interventions 3 Credits

This course will familiarize the student with ethical issues and responsibilities of behavior analysts working in applied settings. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

PSY 518 Organizational Behavior Management 3 Credits

This course will provide an overview of research and practice in the field of Organizational Behavior Management (OBM), also referred to as Performance Management in organizational settings. Performance Management is a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology. The concepts and techniques used in Performance Management originated from the field of behavior analysis.

PSY 520 Interventions for Challenging Behavior 3 Credits

Students will review principles of behavior in the context of application to functional assessment and treatment of socially significant problem behavior. Topics including extinction, functional communication training, differential reinforcement, choice, environmental manipulations, and punishment will be covered. Students will move through the process of developing function-based interventions and writing behavior plans.

Prerequisite(s): PSY 510.

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 Autism 3 Credits

The purpose of this course is to provide students with a general understanding of the clinical characteristics of autism spectrum disorders. The course will briefly address etiology and neurocognitive underpinnings of these disorders but will focus on psycho-educational interventions. The course will be taught from an applied behavior analytic perspective.

PSY 535 Language Assessment and Intervention 3 Credits

Students will be introduced to the classification of verbal responses, both vocal and non-vocal. Using videotaped examples, students will categorize observed verbal behavior. Students will be provided with practical tools for the assessment of verbal behavior, as well as an array of intervention strategies. A focus will include the design of teaching strategies to enhance language acquisition, as well as ongoing evaluation of intervention efficacy will be employed.

Prerequisite(s): PSY 510, PSY 511.

PSY 536 Social Skills Assessment & Intervention 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(s): PSY 510, PSY 511.

PSY 550 Behavior Analytic Approaches to Health and Physical Activity 3 Credits

The application of behavior analytic methods, practices, and principles has been demonstrated through research and clinical applications to be effective at changing health and fitness behavior. This course will provide an overview of research and practice in applying behavior analytic principles to changing health behavior and physical activity. Behavior change across various populations will be covered including both adults and children with and without disabilities. Discussion will focus on both functional assessment as well as interventions effective at changing health and physical activity including self-management, self-monitoring, goal setting, contingency management, etc. Students will spend the semester implementing self-management projects for their own health and/or fitness behavior.

PSY 565 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

PSY 567 Multicultural Perspectives in Applied Psychology 3 Credits

In this graduate level course, students will examine in-depth, culture and identity formation, social relationships, the perception and manifestation of mental illness, and treatment seeking among other areas. Additionally, given the increasing diversity of communities in the US, the course will also focus on immigration, acculturation, discrimination, and the psychological correlates of each. Implications of these factors for emerging practitioners will also be covered.

PSY 574 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

PSY 577 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

PSY 582 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

PSY 584 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 584 is crosslisted with PSY 384.

PSY 590 Field Placement in Applied Behavior Analysis 3 Credits

The applied behavior analysis practicum includes a required field placement of 15 hours per week and periodic on campus meetings. The practicum experience will allow students to experience the professional life of a behavior analyst in one of several preapproved sites. Sites approved include those for children, adolescents or adults with disabilities. Placements will be selected in consultation with the Practicum Coordinator and will require a written practicum plan from the cooperating field supervisor.

Prerequisite(s): PSY 510, PSY 511, PSY 513, PSY 514.

PSY 595 Selected Topics in Applied Psychology 3 Credits

Students will actively engage in an in-depth inquiry into a special topic area concerning applied psychology. Though the topics will change, students will be required to read and discuss current literature as well as considering the application of tools of the discipline to research questions of their own.

PSY 690 Independent Research and Study 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. Permission of Instructor.

PSY 700 ABA Thesis I 1 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 701 ABA Thesis II 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 702 ABA Thesis III 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

Athletic Leadership M.A.

Overview

The Master of Arts in Athletic Leadership provides current and aspiring coaches and administrators, at all levels, the opportunity to obtain a graduate education focused on leadership, ethics, and coaching development within the current landscape of athletics. This graduate program is designed to promote personal and professional growth in leadership, coaching integrity, and community influence using most of the standards of the National Association for Sport and Physical Education (N.A.S.P.E.) (<http://pgpedia.com/n/national-association-sport-and-physical-education>) and the university's commitment to preparing caring, competent, and connected graduates. This program will promote the university mission of educating students to meet the challenges of our times. Intercollegiate athletics is a core component of the college experience and developing leaders within context this promotes multiple aspects of the Rider mission that include good decision-making, ethical lifestyles, and tolerance and respect for others.

Curriculum Overview

There are two models for the degree program, both requiring 36 credit hours. The first model is a "4+1" program for undergraduates in which the four (4) courses (501, 502, 504, and 513) can be completed by rising seniors; the remaining 27 hours will be completed post-graduation. The second model is a traditional master's program consisting of 36 credits. The program allows the possibility of receiving credit for up to six (6) hours of the coaching/athletic administrative depending upon prior

professional experience (e.g., 2 years of full-time coaching or athletic administrative experience).

Degree Offered

- M.A. in Athletic Leadership

Contact

Boris Vilic

Dean, College of Continuing Studies

Bart Luedeke Center

609-896-5033

ccs@rider.edu

Program Website: M.A. in Athletic Leadership (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/ma-athletic-leadership>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs:

- Allied Health Studies (p. 116)
- Health Sciences (p. 440)
- Sport Management (p. 102)
- Sports Media (p. 557)
- Sports Studies (p. 104)

Program Requirements

(36 credits)

Code	Title	Credits
Core Requirements		15
ATHL 501	Seminar in Sport Psychology	
ATHL 502	Evaluating Athletic Interventions	
ATHL 532	Athletic Administrative Internship	
ATHL 533	Special Topics Seminar	
Select seven (7) courses from the following:		21
ATHL 503	Seminar in Strength, Speed, and Conditioning	
ATHL 504	Seminar in Athletic Training	
ATHL 505	Seminar in Sports Media and Communication	
ATHL 506	Seminar in Facility Management	
ATHL 507	Seminar in Athletic Governance and Policy	
ATHL 508	Seminar in Athletics and Risk Management	
ATHL 509	Seminar in Legal and Ethical Issues in Athletics	
ATHL 510	Seminar in Athletic Coaching	
Total Credits		36

Athletic Leadership 4 + 1 Undergraduate Program Information

(12 credits as an undergraduate, then 27 credits to complete the graduate requirement)

Program Overview

This program is for undergraduate students who wish to continue into the M.A. in Athletic Leadership. Rising seniors may complete four (4) courses of the program:

- ATHL 501
- ATHL 502
- ATHL 504
- ATHL 533

The remaining 27 credits will be completed post-graduation and upon acceptance into the M.A. in Athletic Leadership.

Contact:

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Courses and Descriptions

ATHL 501 Seminar in Sport Psychology 3 Credits

This course covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics. Emphasis is placed on applications for maximizing effectiveness while serving in the position of coach or administrator.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 502 Evaluating Athletic Interventions 3 Credits

This course in research methods prepares the student to understand materials and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 503 Seminar in Strength, Speed, and Conditioning 3 Credits

Emphasis will be placed upon assessment, description, and analysis of sport movement and designing training programs to enhance performance variables. While this course will assist those who desire to sit for the National Strength and Conditioning Association's (NSCA) Certified Exam, it is NOT a preparation course for the NSCA-CSCS exam.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 504 Seminar in Athletic Training 3 Credits

Introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 505 Seminar in Sports Media and Communication 3 Credits

Seminar in Sports Media and Communication is a critical examination of the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 506 Seminar in Facility Management 3 Credits

Seminar in Facilities Management and Event Planning provides an examination of principles and techniques of planning and operating sport facilities. Emphasizes the principles and concepts of organization and administration including communication, personnel management, management of physical resources, and risk management. Examines a variety of sport operations such as indoor stadiums, athletic field complexes, and managing recreation and intramural activities.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 507 Seminar in Athletic Governance and Policy 3 Credits

Students in this course will explore principles, techniques, and process related to the management of college athletics. It is important in today's dynamic environment of collegiate athletics that students value effective leadership and management principles. Through analyzing case studies, students will demonstrate problem solving related to handling athletic personnel and program issues. Studying collegiate athletic administration involves interpreting NCAA By-laws, including a comparison between Division I, II, and III compliance regulations. To ensure readiness for athletic management, students will evaluate the duties of an athletic director and create a strategic plan for an athletic department, including a mission statement and comprehensive budget. Lastly, students will characterize the critical steps to getting hired in collegiate athletics. Students will also prepare a portfolio, including an application letter and resume customized for applying for a position in athletic administration at the collegiate level. At the end of the course, students will understand the primary duties of the athletic director and the intricacies of managing an intercollegiate athletic program.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 508 Seminar in Athletics and Risk Management 3 Credits

Students in this course will explore proactive approaches to managing risks associated with conducting health, physical education, recreation and outdoor education programs. This course will emphasize safety as a foundation of quality program planning. Students will study governing associations and leadership/management skills required to be successful in the world of college athletics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 509 Seminar in Legal and Ethical Issues in Athletics 3 Credits

The purpose of the course is to familiarize the students with the business of sports and various issues related to sports management. Legal, ethical, economic, social and managerial issues related to sports will be addressed. Sports law issues which will be covered include tort law, contract law, employment discrimination, antitrust law and constitutional law. Also covered will be the structures and authority of the organizations involved in amateur and professional athletics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 510 Seminar in Athletic Coaching 3 Credits

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching; integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 531 Athletic Coaching Internship 3 Credits

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching; integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 532 Athletic Administrative Internship 3 Credits

The internship affords students professional experience with an organization where the course theory can be applied to best practices. The internship is developed in consultation with the student, the student's academic advisor and the Internship. A learning/work plan is prepared by the student for approval by the site supervisor, both of whom share responsibility for the internship.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 533 Special Topics Seminar 3 Credits

This course will provide students the opportunity to survey the various sub-disciplines related to coaching and athletic administration, and their methods of inquiry. The course will place emphases on critically appraising research literature, and data collection, data organization and analyses for various research questions.

Prerequisite(s): Permission of Program Director or approval by CCS.

Bilingual Education Endorsement Certificate

Program Overview

Rider's bilingual endorsement program trains future educators to be sensitive to the cultural, sociological, linguistic, and psychological diversities that English Language Learner students bring with them to school. The mission of the bilingual program is to provide the skills, attitudes and understandings necessary to teach non-native speakers of English in order for them to achieve their greatest potential through education for life. Furthermore, the program introduces future educators to the different laws and programs that influence the bilingual classroom.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

This endorsement provides bilingual teaching credentials for those already certified in another specialization. It is a 15 credit program requiring five courses taken in the late afternoon/evening.

Certificate Offered

- Bilingual Education Endorsement

Contact

Kathleen M. Pierce, Ph.D.

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Memorial Hall 202
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María Villalobos-Buehner, Ph.D.

Associate Professor of Spanish, ESL, Bilingual and World Language Education
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Program Website: Bilingual Education Endorsement (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/teacher-education-programs/bilingual-education-certificate>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Bilingual Education Endorsement Certificate Requirements

(15 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
Total Credits		15

Additional requirements for completion

- Language proficiency tests are required.
 - Oral Proficiency Interview (OPI)
 - Written Proficiency Test (WPT)

Courses and Descriptions

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.

Prerequisite(s): CURR 531 and CURR 538.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 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.

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

Business Analytics Graduate Certificate Program

Program Overview

Rider's Graduate Certificate program in Business Analytics helps business professionals develop the skills and gain the knowledge of the technologies, applications and processes used by organizations to analyze data and drive their decision making across all aspects of business including finance, marketing, accounting and operations.

Endorsed by SAS (http://www.sas.com/en_us/home.html?gclid=CLPH-MX7m8UCFuk6gQodGTEAvg&keyword=sas&matchtype=e), the leader in business analytics software and services, this certificate program has been designed with the valuable input of executives in the analytics field to ensure that the program meets the needs of employers.

Curriculum Overview

Rider's Graduate Certificate Program in Business Analytics allows students to follow one of two tracks:

- one for business professionals (<http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate/business-professionals-track>)
- one for Information Technology (IT) professionals (<http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate/it-professionals-track>) with advanced skills in programming, data management and a working knowledge of SAS software.

Each track requires five graduate-level courses (15 credit hours) that are highly applied in nature, integrating project-based learning, simulations, case studies, and field experience with industry partnerships. There is a 1.5 credit technology proficiency course that is a prerequisite for taking other courses within the program, which may be waived based on waiver policy guidelines.

The program is structured so it can be completed within a year on a part-time basis. Students can start the certificate in any semester and courses are taught in the evening on Rider's Lawrenceville campus, and online.

Completion of the Certificate

To complete this certificate program, students must meet the following requirements:

- Overall GPA of 3.0 in the Business Analytics Certificate Program; and,
- Cannot have any grades below a "C".

Current MAcc or MBA students at Rider

Current MAcc and MBA students can easily work the Business Analytics Graduate Certificate Program into their graduate degree program. Please contact the Academic Coordinator to plan how the Business Analytics Graduate Certificate will fit into your MBA or MAcc program.

Contact

Mrs. Jean Cherney

Graduate Business Academic Coordinator
Sweigart Hall
609-895-5557
jcherney@rider.edu

Program Website: Business Analytics (<http://catalog.rider.edu/graduate/colleges-schools/business-administration/programs-certificates/business-analytics-certificate/%20http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate>)

Associated Department: College of Business Administration, Graduate Programs (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-business-programs>)

Business Analytics Graduate Certificate Program Requirements

The Business Analytics Graduate Certificate allows students to follow one of two tracks; one for business professionals and one for information technology (IT) professionals with advanced skills in programming, data management, and a working knowledge of SAS software. Each track requires five graduate-level courses (15 credit hours.)

Prerequisites for the Program

Students must demonstrate technology proficiency by satisfying ONE of the following conditions before they can move into the main requirements of the program:

- Earn a grade of "B" or better in course work equivalent to Rider's CIS 185 Information Systems Essentials at an accredited four-year institution within six years prior to the semester admitted; OR
- Complete PMBA 8010 Information Technology Proficiency with a grade of "B" or better; OR
- Take the proficiency exam for PMBA 8010 with a grade of "B" or better.

Business Professionals Track

Code	Title	Credits
PMBA 8051	Fund of Statistical Analysis ¹	3
PMBA 8312	Business Intelligence Tech-Data Mining	3
PMBA 8317	Applied Data Mgt for Bus Users	3
PMBA 8357	Bus Analytics for Managers	3
PMBA 8380	Business Analytics Optimizatio	3
Total Credits		15

- ¹ PMBA 8051 may be waived if the student meets one of the following requirements:
- Earn a grade of "B" or better in statistics coursework equivalent to Rider's MSD 200 - Statistical Methods I and MSD 201 - Statistical Methods II at an accredited four-year institution within six years prior to the semester admitted; OR
 - Complete PMBA 8051 Fundamentals of Statistical Analysis with a grade of "B" or better.
 - Students in the IT track must be proficient in the use of SAS in the foundation statistics course(s).

Information Technology Professionals Track

Code	Title	Credits
PMBA 8051	Fund of Statistical Analysis ²	3
PMBA 8312	Business Intelligence Tech-Data Mining	3
PMBA 8317	Applied Data Mgt for Bus Users	3
PMBA 8357	Bus Analytics for Managers	3
PMBA 8902	Independent Studies in Business Adm. ¹	3
Total Credits		15

- ¹ This independent study in Business Analytics will teach students to write SAS programs, to manipulate data using SAS DATA and the procedure steps to access, transform, and summarize SAS data sets. The course also provides a review of the five exam content areas in the SAS Base Programmer Certification Exam, including importing and exporting raw data files; manipulating and transforming data, combining SAS data sets, creating basic detail and summary reports using SAS procedures, and identifying and correcting data syntax and programming logic errors.
- ² PMBA 8051 may be waived if the student meets one of the following requirements:
- Earn a grade of "B" or better in statistics coursework equivalent to Rider's MSD - 200 - Statistical Methods I and MSD - 201 - Statistical Methods II at an accredited four-year institution within six years prior to the semester admitted; OR
 - Complete PMBA 8051 Fundamentals of Statistical Analysis with a grade of "B" or better.
 - Students in the IT track must be proficient in the use of SAS in the foundation statistics course(s).

Certificate Completion

To complete the BA Certificate Program, students must meet the following requirements:

- Overall GPA of 3.0 in the Business Analytics Certificate Program;
- Cannot have any grades below at "C".

Business Analytics Graduate Certificate Program Policies

Admission

To be admitted to the Business Analytics Graduate Certificate Program in either track, students must meet the following requirement:

Completion of at least a bachelor's degree or equivalent from an accredited institution of higher learning with a GPA of 3.0 or better.

Prerequisites for the Program

- 1. Demonstrated technology proficiency by satisfying ONE of the following conditions:**
- Earn a grade of "B" or better in course work equivalent to Rider's CIS 185 Information Systems Essentials at an accredited four-year institution within six years prior to the semester admitted; OR
 - Complete PMBA 8010 Information Technology Proficiency with a grade of "B" or better; OR

- Take the proficiency exam for PMBA 8010 with a grade of “B” or better.

Courses and Descriptions

PMBA 8051 Fundamentals of Statistical Analysis 3 Credits

Covers basic statistical techniques useful in business decision making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

Prerequisite(s): MSD 105 (or equivalent).

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

NOTE: PMBA 8902 Independent Study in Business Administration will be in Business Analytics and will involve teaching students to write SAS programs, manipulate data using SAS DATA and procedure steps to access, transform, and summarize SAS data sets. The course also provides a review of the five exam content areas in the SAS Base Programmer Certification Exam, including importing and exporting raw data files; manipulating and transforming data, combining SAS data sets, creating basic detail and summary reports using SAS procedures, and identifying and correcting data syntax and programming logic errors.

Business Communication

Program Overview

Rider's M.A. in Business Communication focuses on the application of communication skills within a business context. Through face-to-face, online, and hybrid courses, students learn to better understand and leverage communication strategies to achieve organizational goals. The program introduces students to best practices in business communication, and engages them in real life current issues and scenarios faced by professionals on the job.

Students also benefit from Rider's central location between New York City and Philadelphia, which connects them to the business, financial and cultural nexus of Princeton and the burgeoning Route 1 corridor.

Curriculum Overview

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

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

The program includes graduate-level courses from Rider's College of Business, which holds prestigious accreditation by AACSB International: The Association to Advance Collegiate Schools of Business.

Among the skills participants in the M.A. in Business Communication develop are learning how to manage crisis communication, internally and externally, with credibility and transparency; thinking and writing strategically for the effective communication of business goals; being ethical and responsible communicators; functioning within the laws and regulations relative to workplace communication; and understanding organizational dynamics, including leadership and team building.

Degrees Offered

- M.A. in Business Communication

Contact

Pamela A. Brown, Ph.D.

Director

Fine Arts 229

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Program Website: Business Communication (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/buscom>)

Associated Department: Department of Communication and Journalism

Related Programs

- Health Communication (p. 774)
- Business Administration (p. 34)

Course Requirements for the MA in Business Communication

(33 Credits)

Code	Title	Credits
COMM 503	Corporate/Persuasive Discourse	3
COMM 504	Strategic Business Writing	3
COMM 507	Bus Presentation Strategies	3
COMM 525	Visual Communication	3

COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 545	Info Gathering & Analysis	3
COMM 552	Communication in a Multicultural Workplace	1.5
COMM 553	Communication in a Global Market	1.5
COMM 554	Effective Group Communication	1.5
COMM 555	Communication and Organizational Culture	1.5
COMM 599	Capstone in Business Comm	3
PMBA 8020	Fundamentals of Accounting	3
or PMBA 8030	Economic Analysis	
PMBA 8313	Electronic Commerce	3
or PMBA 8314	Project Management	
Total Credits		33

¹ PMBA courses may be replaced by an alternative course selected by the Department Chair.

M.A. in Business Communication 4+1 Option Overview

The 4+1 Masters in Business Communication is designed for students who wish to combine undergraduate study in a major leading to a Bachelor's degree with graduate study leading to a Masters of Arts in Business Communication, including the option of the online Health Communication concentration.

The admission process for this program ensures that only capable students are enrolled. Freshman and sophomore students are encouraged to seek advice about the program from their advisor and the program director. During the junior year, the student will formally apply to the M.A.B.C. program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Business Communication program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Business Communication program;
- Two letters of recommendation, at least one from a college professor

Students accepted into the Business Communication program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the B.A. or B.S. degree when they complete the requirements for that degree. The M.A. will be awarded upon completion of the Business Communication requirements.

Academic Plan of Study

The Four-Plus-One M.A.B.C. is designed to begin in the senior year of undergraduate study and is completed in one additional year by the student who plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the M.A.B.C. director, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
Senior Year		
COMM 503	Corporate/Persuasive Discourse	3
	Semester Credit Hours	3
Spring Semester		
COMM 504	Strategic Business Writing	3
	Semester Credit Hours	3
Summer Semester		
Summer I		
COMM 507	Bus Presentation Strategies	3
	PMBA Course	3
Summer II		
COMM 525	Visual Communication	3
	PMBA course	3
	Semester Credit Hours	12
Year 2		
Fall Semester		
Graduate Year		
COMM 552	Communication in a Multicultural Workplace	1.5
COMM 553	Communication in a Global Market	1.5
COMM 545	Info Gathering & Analysis	3
COMM 554	Effective Group Communication	1.5
COMM 555	Communication and Organizational Culture	1.5
	Semester Credit Hours	9
Spring Semester		
COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 599	Capstone in Business Comm	3
	Semester Credit Hours	6
	Total Credit Hours for Graduation	33

Courses and Descriptions

COMM 503 Corporate/Persuasive Discourse 3 Credits

Imparts advanced knowledge of crisis management, including theory, techniques and applications. Students will gain competency in a number of areas including: changing opinion and behavior, crisis management principles, strategies, tactics and communication methods. Students will work in teams to develop the knowledge and skills to manage the messages surrounding crisis-related issues found in organizations.

COMM 504 Strategic Business Writing 3 Credits

Provides students with the tools to think and write strategically. Students will gain competency in a number of areas including: identifying challenges and communicating to different workplace audiences; developing content for daily, routine and specific workplace requirements; focusing on strategic, outcomes-based writing; and cultivating interpersonal relationships for successful communication. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 507 Bus Presentation Strategies 3 Credits

Develops the ability to create purposeful presentations with targeted messages relating to audience needs. Students will gain competency in a number of areas including: messaging, writing for the visual media, using current visual presentation tools, delivering an impactful presentation and taking advantage of social media channels. They will develop the knowledge and skills to influence and inspire internal and external constituencies, a key part of communication practitioners' jobs, especially those in managerial/senior staff roles.

COMM 525 Visual Communication 3 Credits

Develops understanding of the importance of visuals and using different ways to communicate effectively with visuals, which is an integral parts of any advanced communication and journalism curriculum. The goal of the course is to provide students with the practical knowledge and critical skills necessary to effectively use visuals as an important and inevitable component in the communication process. The course covers visual communication theories, perception of psychology, design and layout principles, typography, imagery in mass media and visuals in interactive media.

COMM 531 Legal/Ethical Iss for Prof Com 3 Credits

Provides students with the knowledge to understand and apply ethical guidelines and current laws and regulations relative to workplace communication, as well as the legal limits impacting professional communications. This knowledge is particularly important for those in or aspiring to managerial/senior staff roles.

COMM 545 Info Gathering & Analysis 3 Credits

Develops the knowledge and skills to use various research methods and analysis techniques to provide critical information for, and assist with, business decisions. It will cover developing research tools, gathering and verifying information, analyzing, and reporting results. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 552 Communication in a Multicultural Workplace 1.5 Credits

Instructs in the use of diversity and cultural communication principles and strategies to effectively manage a culturally diverse workforce. This course will help organizational leaders understand how gender, ethnic, religious, and other differences affect the workplace, and how to effectively harness those differences towards maintaining a workplace that promotes good employee relations, and ultimately, good productivity for the organization.

COMM 553 Communication in a Global Market 1.5 Credits

Examines communication between and among businesses in a global context. The course presents communication as an essential pivot around which revolve the social and institutional relationships within and among nations. Hence, exploring global communication structures and tendencies is an important means to understanding social, cultural, economic and political impositions on global business. The emerging role of technologies of communication, such as social media, will be a particular focus of this course.

COMM 554 Effective Group Communication 1.5 Credits

Encompasses the study of individual and group behavior in the workplace. Emphasis is placed on individual behavior and group dynamics, application of current group theories, effective group communication, and effective leadership/followership skills. A comprehensive review of these processes, as well as others, will allow students to examine their role in groups as well as teams.

COMM 555 Communication and Organizational Culture 1.5 Credits

Examines communication and culture in organized settings. Emphasis is placed on managing organizational culture, communication and the relationship between organizational performance and organizational culture. A review of research and analysis as it relates to organizations will allow students to apply what they have learned about organizational culture to real life situations.

COMM 599 Capstone in Business Comm 3 Credits

Provides students with the opportunity to explore, research and discuss practical and theoretical topics in business communication. This capstone course gives students an opportunity to apply skills and knowledge they have learned throughout the Master of Arts in Business Communication curriculum. Under faculty supervision, students will complete a major project using a variety of research methods.

PMBA 8020 Fundamentals of Accounting 3 Credits

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

PMBA 8030 Economic Analysis 3 Credits

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level. Topics include an analysis of markets, the nature and characteristics of producer behavior, the theory of pricing in competitive and non competitive markets, and their welfare effects. At the macro level, coverage of the economy in the short run deals with economic fluxuations, fiscal policy, and monetary policy. An examination of the economy in the long run covers factors effecting economic growth.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

in our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

Business Education/Marketing Education Comprehensive (K-12) Certificate

Program Overview

The Post-Baccalaureate Teacher Certification Program in Business Education/Marketing Education Comprehensive (K-12) is designed for college graduates seeking initial teacher certification. This is a

streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Business Education/Marketing Education is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificates Offered

- Business Education Comprehensive (K-12) Certificate
- Marketing Education Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (p. 830)

Business Education Comprehensive (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
BSED 530	Emerging Instructional Strategies in Business Education	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a “C+” grade or better.

Courses and Descriptions

BSED 530 Emerging Instructional Strategies in Business Education 3 Credits

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

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Clinical Mental Health Counseling (M.A.)

Program Overview

The Master of Arts in Clinical Mental Health Counseling is a 60-credit program that prepares students for counseling positions in community agencies, mental health agencies, hospitals, government facilities, institutions of higher education, industry

and private practice. This program meets the academic requirements for the Licensed Professional Counselor (LPC) (<http://www.njconsumeraffairs.gov/pc/Pages/default.aspx>) in New Jersey, Pennsylvania, and most other states. It also meets all educational requirements for certification as a National Certified Counselor (NCC), (<http://www.nbcc.org/Certification/NationalCertCounselor>) Approved Clinical Supervisor (ACS) (<http://www.cce-global.org/ACS>), Board Certified Coach (BCC) (<http://www.cce-global.org/bcc>) and Licensed Clinical Alcohol and Drug Counselor (LCADC) (<http://certbd.org>) and Certified Alcohol and Drug Counselor (CADC) (<http://certbd.org>) in New Jersey. Students may take two additional courses and a SAC practicum in a school to qualify for the Student Assistance Coordinator (SAC) CEAS (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>). (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>) Master's students in their final year are provided with preparation for the National Counselor Exam (NCE) which is taken during their last semester at Rider.

In keeping with the University's core mission, all degree and certification programs are student-centered, created to be flexible to meet the needs of returning and professional students with busy lives, provide cutting-edge instruction, hands-on practice in mental health organizations and agencies, and supportive faculty who are dedicated to mentoring students. The faculty and training are focused on wellness counseling and positive psychology, with an emphasis on clients' strengths, rather than on deficits.

Curriculum Overview

All students in this area of study are required to complete 60 credits of coursework and to participate in at least 700 hours of counseling fieldwork in an agency. An appropriate agency for the intern is one which provides a program of services designed to help individuals function to their optimal capacity. Such programs exist in a wide variety of settings, such as mental health clinics, correctional facilities, hospital settings, family service centers, comprehensive rehabilitation centers, social service organizations, vocational counseling programs, private counseling programs, substance abuse treatment programs, employee assistance programs, college counseling centers, and other appropriate sites.

All degree candidates must purchase student professional liability insurance.

Degree Offered

M.A. in Clinical Mental Health Counseling

Contact

Emmanuel Ahia, Ph.D., J.D., LPC, NCC

Professor and Director

Ed.S. Counseling Program & M.A. Clinical Mental Health Counseling
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Program Website: Clinical Mental Health (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/ma-clinical-mental-health-counseling>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/>)

Accreditation Information: The Clinical Mental Health Counseling program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1999. The program is accredited until October 31, 2022.

Related programs

- Counseling Services (School Counseling Concentration) (M.A.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/counseling-services-ma>)
- Counseling Services (Ed.S.) (p. 740)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)
- School Psychology (Ed.S.) (p. 807)

Clinical Mental Health Counseling Requirements

Refer to Counseling Services Handbook for course sequence and prerequisites.

Code	Title	Credits
Core Courses that Must Be Taken Prior to Practicum		
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 508	Foundations of Clinical Mental Health Counseling	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 550	Counseling Techniques Laboratory	3
EDPS 503	Human Growth and Development	3
Courses that Must Be Taken Prior to or Concurrently with Practicum		
COUN 520	Multicultural Counseling and Relationship Development	3
COUN 505	Vocational/Career Development	3
EDPS 520	Measurement, Tests and Assessments in Counseling/School Psychology	3
Courses that Must Be Taken at the End of the Program		
COUN 585	Clinical Mental Health Counseling Practicum	3
COUN 590	Internship in Counseling I	3
COUN 591	Internship in Counseling II	3
COUN 660	Counseling Supervision: Issues, Concepts and Methods	3
Courses that Can Be Taken at Anytime		
COUN 515	Substance Abuse Counseling ¹	3
COUN 516	Strategies in Addiction Counseling	3
CNPY 516	Advanced Psychopathology	3
EDUC 500	Introduction To Research	3
Elective ²		
Three credit hours of an elective must be taken with permission of program advisor		

COUN 510	Approaches to Family Counseling
or COUN 535	Holistic Wellness Counseling
or COUN 525	Gender Issues in Counseling
or CNPY 518	Counseling Children, Adolescents and Families
or EDPS 521	Statistics and Quantitative Analysis
or EDPS 502	Psychological Development of the Child and Adolescent
or EDUC 530	Student Affairs & Experiences in Higher Education

Total Credits	60
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¹ For SAC students, this course or COUN 516 must be taken prior to practicum

² Some electives may have prerequisites

Highly qualified undergraduate psychology majors are eligible to apply in their junior year for the accelerated BA-MA program in Clinical Mental Health Counseling. This program enables students to take graduate courses during their senior year that count toward both the bachelor's and master's degrees.

Applicants for this accelerated program must have a GPA of at least 3.0 and must meet the same admission requirements as all other applicants. Students must apply by February 10 of their junior year. Those admitted must maintain a 3.0 GPA throughout the bachelor's part of the program. In addition, performance in graduate-level courses is subject to all academic policies and requirements of the Department of Graduate Education, Leadership, & Counseling.

Students accepted into the CMHC accelerated program who would like to complete the BA/MA in 5 ½ years will take the following 15 credits of graduate courses during their senior year, in addition to the necessary undergraduate courses:

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 550	Counseling Techniques Laboratory	3
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3

* Undergraduate students who would like to take fewer than 15 graduate credits during their senior year are also eligible to apply for the accelerated program. Taking fewer than 15 courses as an undergraduate student may mean that it will take longer than 5 ½ years to complete the BA/MA.

Following successful completion of the undergraduate program, students will automatically be matriculated into the Clinical Mental Health Counseling MA-degree program, where they will complete the remaining MA-level coursework.

Note: The graduate credits taken during the student's senior year would appear in the GPA and credit hours of the undergraduate transcript *until* the student matriculates as a graduate student into the counseling program. This ensures that all decisions about the undergraduate student while he/she is still in the psychology program will be on the basis of his/her complete academic performance. After the student receives the bachelor's degree and matriculates into the Master's program, all graduate courses will then be included on the graduate transcript in the GPA and credit hours, and a note to that effect

3 will appear on the undergraduate transcript. Course credits will not be counted on both transcripts.

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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 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(s): CNPY514 or permission of instructor.

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 510 Approaches to Family Counseling 3 Credits

Presents a basic understanding of major approaches of family counseling. Family counseling approaches covered include structural, systems, Ackerman, Satir, and analytical. These approaches are presented as related to major problem centered family concerns—child-rearing concerns, alcohol, drugs, child abuse, dysfunctional marriage, divorce, etc. Emphasizes self-awareness as related to family development.

Prerequisite(s): 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(s): 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.

Prerequisite(s): CNPY 502.

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.

COUN 585 Clinical Mental Health Counseling Practicum 3 Credits

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

Prerequisite(s): To be taken semester prior to COUN 590.

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(s): 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(s): 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 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.

Prerequisites: COUN 590.

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 520 Measurement, Tests and Assessments in Counseling 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

Cooperative Education Coordinator Certificate

Program Overview

Rider University offers the two required graduate courses for this certificate. The applicant should refer to the certification requirements on the NJDOE website (<http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&maxhits=1000&field=2>).

Certificate Offered

- Cooperative Education Coordinator Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Cooperative Education Coordinator Certificate Requirements

(6 credits)

Code	Title	Credits
BSED 508	Organizing and Administering Cooperative Work Experience Programs	3
COUN 505	Vocational/Career Development	3
Total Credits		6

Courses and Descriptions

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.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

Corporate Finance M.S.

Program Overview

Rider's Master of Science in Corporate Finance is designed to prepare students for a leadership role in managerial finance in a corporate setting. Our program capitalizes on the strengths of Rider's AACSB-accredited Accounting program and nationally-ranked Finance program, allowing students to develop and practice skills that can lead to success in the corporate environment. Our distinctive managerial and accounting emphasis will put students on a track to become a CFO. Through our program, students will become adept at synthesizing financial and accounting data, and using modeling to recommend financial strategies that impact high-level business decisions.

Curriculum Overview

The Rider MS in Corporate Finance curriculum includes pre-required and core classes. Depending on the background of the individual student, completion of the degree may require between 30-40.5 credits.

Rider's College of Business Administration is accredited by the AACSB International (<http://www.aacsb.edu>) (Association for the Advancement of Collegiate Schools of Business), a distinction held by fewer than 4% of business programs worldwide

Classes for the program are offered in the evening, Monday through Thursday, and online courses. Students may enter the program in the fall, spring and summer semesters and can elect to pursue the MS in Corporate Finance on a full or part-time basis. Courses are taught in small

sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well.

Degree Offered

Master of Science in Corporate Finance

Contact

Mrs. Jean Cherney

Graduate Business Academic Coordinator

Sweigart Hall 236

609-895-5557

jcherney@rider.edu

Program Website: www.rider.edu/corpfinance (<http://www.rider.edu/corpfinance>)

Program Requirements

(30 credits)

The Master of Science in Corporate Finance program consists of 30 semester hours at the graduate level. The courses in the program provide a depth of knowledge and skills in three main areas: managerial accounting and financial statement analysis, corporate finance, and investments and legal/ethical aspects of management. Students may also be required to take an additional 10.5 credit hours of pre-program requirement based on their educational and professional experience.

Code	Title	Credits
MACC 652	Analysis of Accounting Data	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8324	Financial Accounting & Report	3
PMBA 8325	Enterprise Risk Management	3
PMBA 8341	Corporate Treasury Management	3
PMBA 8343	Investment Instruments and Strategies	3
PMBA 8345	International Financial Management	3
PMBA 8346	Financial Modeling	3
Total Credits		30

Preliminary Requirements

Students may also be required to take an additional 10.5 credit hours of pre-program requirement based on their educational and professional experience. Waiver of these courses follows the guidelines defined under the Waiver of Courses section.

Code	Title	Credits
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
PMBA 8051	Fund of Statistical Analysis	3
Total Credits		10.5

Business Writing Requirement

One objective of the MS in Corporate Finance program is to develop strong written communication skills. This will be done both formally,

through a class for those not demonstrating a level of proficiency expected for business professionals, and informally for all students through faculty review of student-prepared course materials such as research reports, case study write-ups and papers.

Each student who enters the a Graduate Business degree program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 60-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including Rider writing lab, online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

MS in Corporate Finance –Waiver of Courses

A waiver of a course from pre-program requirements may be granted under the following conditions:

- If the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student has achieved a "B" or better in the equivalent course or sequence of courses.
- If the student has achieved a "B" or better in an equivalent course (at an accredited four-year institution) or a graduate course within six years prior to the semester admitted.
- Based on a combination of previous education and work experience at the Associate Dean for Graduate Programs' discretion.
- With the approval of the Associate Dean for Graduate Programs, students may take proficiency exams to test out of the pre-program 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 a 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 Associate Dean for Graduate Programs within the first semester of the program.

Core Course Waivers

Students with undergraduate coursework in accounting may be able to substitute electives for PMBA 8220 and PMBA 8324 in the following situations so as not to duplicate course work content:

1. Students who took the equivalent ACC 302 Cost Management and meet the waiver guidelines list above with a B or better, may waive PMBA 8220 Strategic Accounting for Manager and replace it with a PMBA or MAcc elective.
2. Students who took the equivalent ACC 310 Acct Theory & Concepts I AND ACC 311 Acct Theory & Concepts II and meet the waiver guidelines list above with a B or better, may waive PMBA 8324 Financial Accounting & Report and replace it with a PMBA or MAcc elective.

Courses and Descriptions

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8324 Financial Accounting & Report 3 Credits

Focus is on analysis and evaluation of alternative accounting methods and the relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet research. Cases demonstrating financial reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process.

Prerequisite(s): PMBA 8020 and PMBA 8040.

PMBA 8325 Enterprise Risk Management 3 Credits

This course explores current issues and world-class practices of risk management at an organizational level. Emphasis will be placed on the overall risk management cycle of identifying, assessing, responding and managing strategic, reputational, financial and operational risks using contemporary risk management tools.

Prerequisites: ACC 302 or PMBA 8220.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

Counseling Services (M.A.)

Program Overview

The Master of Arts in Counseling Services (*school counseling concentration*) is a 48-credit program that prepares students for school counseling positions in elementary and secondary public and private schools. This program meets the educational requirements for state certification as a K-12 school counselor in New Jersey (<http://www.state.nj.us/education/educators/license/endorsements/2702S.pdf>), and meets the certification requirements of most other states. In addition, the program prepares students for the eight core content areas of the National Counselor Exam (NCE), required by the National Board of Certified Counselors (NBCC) in order to become a National Certified Counselor. Students completing this program will also have met the educational requirements for Board Certified Coach (BCC) (<http://www.cce-global.org/bcc>) and, with two additional courses, for the Student Assistance Coordinator (SAC) (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>) certificate.

In keeping with the University's core mission, this program is student-centered. Courses are offered in the evenings with full-time and part-time enrollment options available to meet the needs of returning and professional students with busy lives. Cutting-edge instruction, hands-on practice in schools, and supportive faculty who are dedicated to mentoring students are core program components. The faculty and training are focused on wellness counseling and positive psychology, with an emphasis on the strengths of the individuals served, rather than on deficits.

Curriculum Overview

All students in this area of study are required to complete 48 credits of coursework and to take classes that cover the theories of counseling and psychotherapy, ethical and legal issues, counseling children, adolescents and their families, along with an elementary school counseling or secondary school counseling practicum and

two internships. The practicum and internships require 700 hours of fieldwork in preparation for professional practice. Fieldwork placement occurs through close collaboration with Rider's clinical coordinator and is supervised by both practitioners in the field and professors in the classroom.

All degree candidates must purchase student professional liability insurance once they enter the field.

Degree Offered

- M.A. in Counseling Services

Contact

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Program Website: (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/counseling-services-ma/%20http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/counseling-services/ma-counseling-services-school-counseling-concentration>) Counseling Services (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/ma-counseling-services-school-counseling-concentration>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs>)

Accreditation Information: The Counseling Services program (school counseling concentration) has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1999. The program is accredited until October 31, 2022.

Related programs

- Clinical Mental Health Counseling (M.A.) (p. 729)
- Counseling Services (Ed.S.) (p. 740)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)
- Director of School Counseling Services (p. 746)
- School Psychology Ed.S. (p. 807)

Counseling Services (School Counseling Concentration) Program Requirements

(48 credits)

Refer to Counseling Services Handbook for course sequence and prerequisites.

Code	Title	Credits
Courses Required Before Practicum		
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3
COUN 500	Introduction to Counseling and Helping Professions	3

COUN 503	Group Counseling	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 550	Counseling Techniques Laboratory	3
EDPS 503	Human Growth and Development	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3

Courses Required Prior to or Concurrent with Practicum		
COUN 505	Vocational/Career Development	3
EDPS 520	Measurement, Tests and Assessments in Counseling/School Psychology	3
EDSO 510	Sociological and Cultural Foundations of Education	3

Practicum. Choose one of the following:		
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	3
COUN 580	Elementary School Counseling Practicum	3
COUN 581	Secondary School Counseling Practicum	3

Courses Required at the End of the Program		
COUN 590	Internship in Counseling I	3
COUN 591	Internship in Counseling II	3

Courses that Can Be Taken at Any Time		
CNPY 518	Counseling Children, Adolescents and Families	3
EDUC 500	Introduction To Research	3

Total Credits 48

Highly qualified undergraduate psychology majors are eligible to apply in their junior year for the accelerated BA-MA program in School Counseling. This program enables students to take graduate courses during their senior year that count toward both the bachelor's and master's degrees.

Applicants for this accelerated program must have a GPA of at least 3.0 and must meet the same admission requirements as all other applicants. Students must apply by February 10 of their junior year. Those admitted must maintain a 3.0 GPA throughout the bachelor's part of the program. In addition, performance in graduate-level courses is subject to all academic policies and requirements of the Department of Graduate Education, Leadership, & Counseling.

Students accepted into the School Counseling accelerated program who would like to complete the BA/MA in 5 years will take the following 15 credits of graduate courses during their senior year, in addition to the necessary undergraduate courses:

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 550	Counseling Techniques Laboratory	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3

* Undergraduate students who would like to take fewer than 15 graduate credits during their senior year are also eligible to apply for the accelerated program. Taking fewer than 15 courses as an undergraduate student may mean that it will take longer than 5 years to complete the BA/MA.

Following successful completion of the undergraduate program, students will automatically be matriculated into the School Counseling MA-degree program, where they will complete the remaining MA-level coursework.

Note: The graduate credits taken during the student's senior year would appear in the GPA and credit hours of the undergraduate transcript *until* the student matriculates as a graduate student into the counseling program. This ensures that all decisions about the undergraduate student while he/she is still in the psychology program will be on the basis of his/her complete academic performance. After the student receives the bachelor's degree and matriculates into the Master's program, all graduate courses will then be included on the graduate transcript in the GPA and credit hours, and a note to that effect will appear on the undergraduate transcript. Course credits will not be counted on both transcripts.

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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 518 Counseling Children, Adolescents and Families 3 Credits

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

CNSC 580 Elementary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

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

Prerequisite(s): COUN 515 or COUN 516.

CNSC 581 Secondary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor in training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students. Students must be supervised by a Substance Awareness Coordinator (SAC).

Prerequisite(s): COUN 515 or COUN 516.

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

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 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.

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(s): 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(s): To be taken semester prior to COUN 590.

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(s): 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(s): 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.

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 520 Measurement, Tests and Assessments in Counseling 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits

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

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

Counseling Services, Educational Specialist

Program Overview

The Ed.S. in Counseling Services is a 66-credit program that meets the academic requirements for the Licensed Professional Counselor (LPC) (<http://www.njconsumeraffairs.gov/pc/Pages/default.aspx>) in New Jersey, Pennsylvania, and most other states. It also meets all educational requirements for certification as an Approved Clinical Supervisor (ACS) (<http://www.cce-global.org/ACS/>) as per N.J.A.C. 13:34-10.2 and 13.1 and as a National Certified Counselor (NCC) (<http://www.nbcc.org/Certification/NCC>). Students may also qualify for the Student Assistance Coordinator (SAC) CEAS (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>). It also provides opportunity for candidates whose masters degree in counseling was completed with 48 or less credits, to complete the 60 credits now required for LPC by many state counseling licensure boards. Such candidates may apply to the Ed.S. program as advanced students and apply their already-completed MA credits toward the Ed.S. degree. Candidates who wish to qualify for Licensed Clinical Alcohol and Drug Counselor (LCADC) (<https://www.certbd.org>) or Certified Alcohol and Drug Counselor (CADC) (<https://www.certbd.org>), may do so by completing all the educational requirements through the Ed.S. program.

Flexibilities built into the Ed.S. degree program allow for career change for both LPC's and school counselors. LPC's who wish to become school counselors can complete courses required to become certified school counselors and master's-level school counselors can complete the courses required for LPC's in many states. Practicing counselors who wish to become certified as Director of School Counselor Services (<http://www.state.nj.us/education/educators/license/endorsements/0602S.pdf>) or as Student Assistance Coordinators may also complete these through the EdS program. Clinical supervised hours obtained during the Ed.S. post-Master's program may count toward satisfying a portion of the supervised professional counseling experience requirement as per N.J.A.C. 13:34-11.2. Program faculty work with students to develop a customized plan of study necessary to accomplish their desired career goals.

Curriculum Overview

The Ed.S. in Counseling Services is a 66-credit program that is customized to the student's career goals. Some candidates may require more than 66 credits to achieve their desired professional objectives.

There are three concentrations:

- school counseling
- community counseling
- 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

Degree Offered

- Ed.S. in Counseling Services

Contact

Emmanuel Ahia, Ph.D., J.D., LPC, NCC

Professor and Director

Ed.S. Counseling Program & M.A. Clinical Mental Health Counseling
Memorial 202
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Program Website: Ed.S. Counseling (<http://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/educational-specialist-counseling-services>)

Related Programs

- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Clinical Mental Health Counseling (M.A.) (p. 729)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)
- School Psychology (Ed.S.) (p. 807)

Counseling Services, Educational Specialist Requirements

- A minimum of 66 graduate credits including appropriate master's level work.
- Eighteen credits must be completed after admission to the Ed.S. for candidates from CACREP approved master's programs.

- Thirty credits must be completed after admission to the Ed.S. for all non-CACREP approved program graduates.
- 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

Code	Title	Credits
Group I—Professional and Psychological Foundations		
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 505	Vocational/Career Development	3
COUN 520	Multicultural Counseling and Relationship Development	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 660	Counseling Supervision: Issues, Concepts and Methods	3
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3
EDPS 503	Human Growth and Development	3
EDPS 520	Measurement, Tests and Assessments in Counseling/School Psychology	3
EDPS 521	Statistics and Quantitative Analysis	3
EDUC 500	Introduction To Research	3
Group II—Field Experience		
COUN 550	Counseling Techniques Laboratory	3
Select one of the following:		3
COUN 580	Elementary School Counseling Practicum	
COUN 581	Secondary School Counseling Practicum	
COUN 585	Clinical Mental Health Counseling Practicum	
COUN 586	Practicum II	
COUN 590	Internship in Counseling I	3
COUN 591	Internship in Counseling II	3
COUN 690	Internship in Counseling Speciality I	3-6
Group III—Special and Related Areas		
Select five of the following:		15
COUN 508	Foundations of Clinical Mental Health Counseling	
COUN 510	Approaches to Family Counseling	
COUN 515	Substance Abuse Counseling	
COUN 516	Strategies in Addiction Counseling	
COUN 525	Gender Issues in Counseling	
COUN 535	Holistic Wellness Counseling	
COUN 600	Independent Study and Research in Counseling Services	
CNPY 503	Psychological Development of the Adult and Aging	
CNPY 515	Consultation in School and Agency Settings	
CNPY 516	Advanced Psychopathology	
CNPY 518	Counseling Children, Adolescents and Families	

CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	
EDAD 501	Educational Leadership and Organizational Theory	
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	
EDPS 502	Psychological Development of the Child and Adolescent	
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	
EDSO 510	Sociological and Cultural Foundations of Education	
EDUC 530	Student Affairs & Experiences in Higher Education	
Total Credits		66-69

Courses and Descriptions

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 510 Approaches to Family Counseling 3 Credits

Presents a basic understanding of major approaches of family counseling. Family counseling approaches covered include structural, systems, Ackerman, Satir, and analytical. These approaches are presented as related to major problem centered family concerns—child-rearing concerns, alcohol, drugs, child abuse, dysfunctional marriage, divorce, etc. Emphasizes self-awareness as related to family development.

Prerequisite(s): 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(s): 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.

Prerequisite(s): CNPY 502.

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.

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(s): 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(s): To be taken semester prior to COUN 590.

COUN 585 Clinical Mental Health Counseling Practicum 3 Credits

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

Prerequisite(s): To be taken semester prior to COUN 590.

COUN 586 Practicum II 1 Credits

The continuation of Practicum, this 1-credit course is required for those students who were unable to complete the 100-fieldwork hours of Practicum in the fall or spring semester. Students will continue at their Practicum fieldwork site and will be responsible for completing the remainder of their 100-hours. A grade will not be granted in Practicum until the successful completion of Practicum II. The approval and cooperation of the intern's agency or school field supervisor for continuing placement must be obtained at the conclusion of the prior semester. Prior to enrollment, students must submit documentation of supervisor, director, and professor permission and a comprehensive plan for fieldwork- hour completion to the clinical coordinator.

Prerequisite(s): COUN 580 or CNSC 580 or COUN 581 or CNSC 581 or COUN 585 and all other required course work must be completed or in progress. Program director approval with professor of record approval is required.

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(s): 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(s): COUN 590 and all other required course work must be completed or in progress and permission of the faculty supervisor must be obtained; any exceptions must be approved by the faculty supervisor.

COUN 600 Independent Study and Research in Counseling Services 1-3 Credits

Students may take two independent studies. However, under special circumstances, such as students seeking certifications (e.g., Student Assistance Coordinator), students may be approved by their advisor to take up to six COUN 600 3-credit courses for a total of 18 credits.

COUN 660 Counseling Supervision: Issues, Concepts and Methods 3 Credits

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

Prerequisites: COUN 590.

COUN 690 Internship in Counseling Speciality I 3-6 Credits

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

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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(s): CNPY514 or permission of instructor.

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

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.

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 520 Measurement, Tests and Assessments in Counseling 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits

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

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

Developing People and Organizations Certificate

Program Overview

This track is aimed at preparing students to be successful, strategic and impactful professionals who are able to work effectively through others. The Program:

- offers insight into human and organizational relationships;
- enhances the capacity for sound analytical judgment; and
- encourages the ability to see the "big picture" as it relates to an organization and its environment.

Curriculum Overview

Coursework focuses on applied action grounded in theory, and embraces principles applicable to administrative issues in the private, public, and nonprofit sectors. The courses enable students to enhance their knowledge and skills in:

- employee recruitment
- leadership development
- group dynamics
- organizational change
- conflict management
- succession planning
- training and development

- adult learning theory

Certificate Offered

- Developing People and Organizations Certificate

Contact

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Program Website: Developing People and Organizations (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/leadership-programs/graduate-programs-organizational-leaders/developing-people-organizations>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Organizational Leadership (M.A.) (p. 800)

Program Requirements

(15 Credits)

Code	Title	Credits
LEAD 510	Organizations: Design and Dynamics (Pre-Requisite in Core Curriculum)	3
Select four of the following courses:		12
LEAD 511	Facilitating Culture and Process Change in Organizations	
LEAD 512	Forms of Diversity in Organizations	
LEAD 531	Developing The Human Side of Organizations	
LEAD 532	Program Design for Training and Development in Organizations	
LEAD 533	Conflict and Crisis Resolution in Organizations	
LEAD 534	Team Effectiveness and Creativity in Organizations	
Total Credits		15

Courses and Descriptions

LEAD 510 Organizations: Design and Dynamics 3 Credits

This course will provide students with foundational knowledge in the area of organization studies. Students will gain insight into organizational structure and how it affects interdepartmental behaviors, communication and work flow. The course emphasizes how organizational environment and culture generate and reinforce the way organizational systems work and how leaders operate within these organizational contexts.

LEAD 511 Facilitating Culture and Process Change in Organizations 3 Credits

Organizational culture and existing processes can enable productive and effective environments, or they can be barriers to carrying out the central missions of corporations, not-for-profits, governmental or educational institutions. For organizations to thrive and survive in the future they must be able to change and develop rapidly. This course provides a working knowledge of the key theories and practices necessary to be an effective change agent. Students develop skills in diagnosis, design of interventions and strategies for communicating change.

Prerequisite(s): LEAD 510 or concurrent with LEAD 510.

LEAD 512 Forms of Diversity in Organizations 3 Credits

Increasingly, leaders and employees are part of a more diverse, multiethnic and globally influenced workforce. Students will become more conversant with forms of diversity, such as different cultural traditions, as well as differences in generational sensibilities, ableness, gender, and level of adult development. Students will learn about the different “worldviews” which organizational members bring into the organization, and how that affects their ability to work together. The course develops students’ knowledge of and skills in practicing: principles for optimizing human performance in organizations, cultural intelligence, human diversity, and leading multicultural organizations.

LEAD 531 Developing The Human Side of Organizations 3 Credits

This course examines Strategic Human Resources Management (SHRM) within today’s organizations, and is designed to provide students with a comprehensive understanding of SHRM practices from a systemic and strategic perspective. Students learn approaches leaders use to recruit, select, evaluate, and develop employees and strategies to create a positive work environment.

LEAD 532 Program Design for Training and Development in Organizations 3 Credits

This course provides a full circle approach to workforce training and development that is applicable to professionals in human resources, organizational development, or other leaders who see themselves as trainers, mentors and coaches. The course is designed for students to explore “real world” applications for programs, services and operations in a training environment, and covers key principles such as adult learning theory, facilitation skills, curriculum development, needs assessment, training methodology and techniques, resources and constraints, as well as learning how to evaluate and improve the efficacy of training programs.

LEAD 533 Conflict and Crisis Resolution in Organizations 3 Credits

Leaders face conflict and crisis in their organizations. Being effective in their resolution is an important leadership attribute. Skills that support positive and integrative outcomes include mediation, negotiation and crisis resolution skills. This course will use multiple case studies and role-playing assignments to engage students in understanding how individuals and teams handle mediation and negotiation scenarios. The course will also use multiple case studies to enhance students’ understanding of the components of effective and ineffective leadership for crisis.

LEAD 534 Facilitation and Team Leadership 3 Credits

This course examines the characteristics and behaviors of teams that produce good results and/or generate new ideas. The focus of the course is on how to lead high functioning teams and the development of facilitation capabilities, so that students can effectively lead teams and organizations.

Director of School Counseling Services Certificate

Program Overview

The program is designed for school counselors who wish to be certified as director of school counseling services. The Director of School Counseling Services endorsement authorizes the holder to serve as a director, administrator or supervisor of school counseling services, including the supervision of educational activities in areas related to and within the counseling program in grades preschool through 12.

Curriculum Overview

The applicant’s academic and professional background are assessed in terms of state certification requirements (<http://www.state.nj.us/education/educators/license/endorsements/0602S.pdf>) in order to determine an appropriate plan of study, however, three courses are typically required.

Certificate Offered

- Director of School Counseling Services Certificate

Contact

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Professor and Director

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Program Website: School Counseling Director (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/certificate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Counseling Services (Ed.S.) (p. 740)
- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)

Director of School Counseling Services Requirements

(9 credits)

Three courses are typically required. Students are advised to consult with their advisor.

Code	Title	Credits
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3

or COUN 660 Counseling Supervision: Issues, Concepts and Methods

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

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.

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.

Prerequisites: COUN 590.

Doctor of Educational Leadership

Program Overview

Rider's Doctor of Educational Leadership brings together passionate and experienced educators to collaboratively study the complex and pressing issues facing students and teachers today — and to develop practical, evidence-based solutions to respond to those issues through action research.

The **36-month, 51-credit program** involves two years of coursework and a year of dissertation research and analysis. Hybrid (online and on-campus) studies and summer residencies enable education professionals to pursue the degree without career interruption.

The goal of Rider's Ed.D. program is to prepare skilled professionals who use research and scholarship to inform their leadership and decision making. Through the required coursework, you will develop a greater understanding and sense of context for today's major educational challenges, including:

- Educational reform
- Instructional leadership
- Educational accountability and assessment
- Research methods and data analysis
- Social context of education
- Politics and governance
- Teachers and teaching
- Resource allocation and deployment

Curriculum Overview

Much of the program's coursework will relate to issues facing your own school, district or college, giving you practical knowledge and insights that you can apply every day to your work. Early in the program, you will learn how action research can be used to determine needs and options, and begin working with members of the doctoral faculty to identify a potential problem, issue or opportunity of interest to you. You will then implement and evaluate your own dissertation change project.

As an added feature of our program we are currently offering our candidates the option to take a concentration of four courses focused on higher education. See the Concentration tab for the coursework related to this option.

Carnegie Project on the Education Doctorate Rider has been invited to become a member of the prestigious Carnegie Project on the Education Doctorate

The **Carnegie Project on the Education Doctorate (CPED)** includes over 100 colleges and schools of education, which have committed resources to work together to undertake a critical examination of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation.

Vision

The Vision of the Carnegie Project on the Education Doctorate (CPED) is to inspire all schools of education to apply the CPED framework to the preparation of educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century.

Mission

The Mission of the Carnegie Project on the Education Doctorate (CPED) is to strengthen, improve, support and promote the CPED framework through continued collaboration and investigation.

The Framework

Through a collaborative, authentic process, members of CPED developed a Framework for EdD program design/redesign that supports creating quality, rigorous practitioner preparation while honoring the local context of each member institution. The CPED Framework consists of three components—a new definition of the EdD, a set of guiding principles for program development and a set of design-concepts that serve as program building blocks.

Members enter the Consortium at points of considering a new EdD. As they engage in the Consortium, they utilize this Framework to design/redesign, evaluate and improve their programs. As such CPED members are often at different levels in the design/redesign process.

Guiding Principles for Program Design

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate principles for the professional doctorate in education. The professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Standards-Based Studies

The curriculum is built around the National Policy Board for Educational Administration's student-centric 2015 Professional Standards for Educational Leaders (http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) (formerly known as the ISLLC Standards).

Prepared for and by educational leaders, the standards focus on 10 high-impact areas that drive and measure excellence in professional practice:

1. Mission, Vision and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Program Format

A defining element of this innovative doctoral program is its cohort model of 10 to 12 students. This design creates a highly supportive and interactive learning environment that promotes peer-to-peer learning and networking, as well as close mentoring relationships between faculty and students. The coursework is progressive, with each class building the knowledge base.

Program Features

- **Flexibly designed** around the schedules of working professional educators
- **Asynchronous online classes** throughout each semester
- **Three on-campus Saturday sessions** (9 a.m. – 3 p.m.) each fall and spring semester
- **8-day summer residencies in July** (2 consecutive weeks, Monday through Thursday)

The Online Experience

Your online courses will be asynchronous, enabling you to complete most of your course assignments and activities at the time and place that's best for you. For example, discussion board question responses can be posted and assignments submitted at a time that is convenient (as long as the activity is completed by the stated due date).

Real-time, interactive e-sessions will be scheduled periodically. Over the course of your studies, peer-to-peer and faculty interactions will include such activities as team projects and special presentations. (*Note: Web cam access will be needed for these sessions.*)

One-to-one access to our doctoral faculty is a critical part of the program. Your professors will be available for meetings on-campus, as well as by phone or streaming video. Each semester, your professors will interact with you by phone and email, participate actively in discussion boards and webinars, and provide feedback on assignments.

You will be assisted in all your scheduling and registration needs, as well as planning your coursework and maintaining academic progress based on your goals (a minimum 3.0 GPA is required for the doctoral program). You also will have full access to services and resources of the University.

Degree Offered

- Ed.D. in Educational Leadership

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Program Requirements

(51 credits)

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Year 1

Fall Semester		Credits
EDLD 802	Educational Change, Systemic Reform, Exercising the Politics of Change	3
EDLD 801	Action Research: Principles and Methods	3
Semester Credit Hours		6

Spring Semester

EDLD 804	Community Building and Sustaining Community Partnerships	3
EDLD 810	Curriculum Leadership: Transforming Teachers/Developing Teacher Talent	3
Semester Credit Hours		6

Summer Semester

EDLD 800	Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning	3
EDLD 803	Instructional Leadership and Educational Reform	3
Semester Credit Hours		6

Year 2

Fall Semester		Credits
EDLD 809	Finance, Fundraising and Fiscal Management	3
EDLD 805	Valuing Diversity/Equity: Developing and Fostering a Community of Learners	3
Semester Credit Hours		6

Spring Semester

EDLD 811	Innovation and the Use of Educational Technology	3
EDLD 812	Leading Programs for Diverse Learners and At Risk Students	3
Semester Credit Hours		6

Summer Semester

EDLD 806	Research Proposal Development	3
EDLD 808	Generating, Using, and Assessing Data Accountability and Student Assessment	3
Semester Credit Hours		6

Year 3

Fall Semester

EDLD 814	Dissertation of Practice II	3
Semester Credit Hours		3

JTerm

EDLD 815	Dissertation of Practice III	3
Semester Credit Hours		3

Spring Semester

EDLD 816	Dissertation of Practice IV	3
Semester Credit Hours		3

Summer Semester

EDLD 807	Law and Policy	3
EDLD 813	Dissertation of Practice I/Research Proposal Development Defense	3
Semester Credit Hours		6
Total Credit Hours for Graduation		51

Doctor of Educational Leadership Concentration in Higher Education

Program Requirements

(12 credits)

Code	Title	Credits
EDUC 525	The Higher Education Organization ¹	3
EDUC 530	Student Affairs & Experiences in Higher Education ²	3
EDUC 535	Legal and Ethical Issues in Higher Education ³	3
EDUC 540	Leading Operations, Change and Assessment in Higher Education ⁴	3
Total Credits		12

¹ In place of EDLD 802.

² In place of EDLD 810.

³ In place of EDLD 809.

⁴ In place of EDLD 811.

Courses

EDLD 800 Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning 3 Credits

This course will challenge students to embrace a system view of leadership and organizational change at the organizational level. Students will compare, contrast and critique theories and models of organizational learning, knowledge creation, and organizational capacity building and apply them to their own organizational settings. The course will focus on three leadership standards: instructional leadership, operational and managerial leadership, and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to lead, initiate and sustain change in organizations. It investigates process and content issues of team building, interpersonal and group relations, and effective problem solving and decision making skills in collaborative environments. The course emphasizes the moral, ethical and social responsibilities of organizational leaders, as well as the application of principles to organizational leadership behavior and decision-making. Students will also investigate current research trends regarding ethical issues in education and other organizational contexts.

Prerequisite(s): Master's Degree.

EDLD 801 Action Research: Principles and Methods 3 Credits

This course provides an introduction to action research, with emphasis on its application in educational settings. The course covers definitions and purposes of action research. Students will explore theoretical, methodological, and ethical issues pertinent to action research. During the course, students will engage in an action research project in an educational setting.

Prerequisite(s): Master's Degree.

EDLD 802 Educational Change, Systemic Reform, Exercising the Politics of Change 3 Credits

This course will provide students with the skills necessary to achieve educational reform and improvement while navigating the political environment within educational institutions. Through this course, students will analyze various theories and how these ideas apply to education, organizations, change, and leadership.

Prerequisite(s): Master's Degree.

EDLD 803 Instructional Leadership and Educational Reform 3 Credits

Through this course, students will examine contemporary educational practices and their relationship to leadership theories, models, and strategies. Participants will investigate research based instructional practices and develop the skills necessary to identify issues within organizations in suburban and urban settings. The course will provide students with a deep knowledge of the educational challenges faced by educational leaders in today's society. The focus will be on learning a successful organization through the implementation of research based strategies.

Prerequisite(s): Master's Degree.

EDLD 804 Community Building and Sustaining Community Partnerships 3 Credits

Drawing on philosophies/theories, processes, and practices that build and sustain effective school-community partnerships, this course addresses the identification and utilization of community resources and the development of effective intra- and inter-organizational strategies, community linkages, and collaborative efforts necessary to provide for the holistic needs of students and families. Special attention is focused on the role of school leaders in planning and implementing community-wide and building level communications and involvement networks, through the development of practical action learning sets and tools. Building Commitment: How do leaders build and use public awareness and commitment to support their schools?

Prerequisite(s): Master's Degree.

EDLD 805 Valuing Diversity/Equity: Developing and Fostering a Community of Learners 3 Credits

The focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; excellence with equity goals; design more effective policies and practices to improve the quality of teaching; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values. The course explores theories, evidence, designs, methods, and mechanisms associated raising achievement and closing gaps.

Prerequisite(s): Master's Degree.

EDLD 806 Research Proposal Development 3 Credits

This course builds on the action research course to more clearly define the rationale and procedures of educational and social science research. The course is designed for our first-year doctoral students. Topics will include the nature and purpose of research, planning and conducting research, critiquing and evaluation research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Students will build on prior project ideas, concepts, and research practice to more fully develop into their Dissertation of Practice topic. This course has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research topic for the Dissertation of Practice.

Prerequisite: Master's Degree.

EDLD 807 Law and Policy 3 Credits

This course explores legal, ethical and politics issues governing PreK-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. The course will explore evolving legal standards on a variety of issues. The course will draw on real cases and legal/policy dilemmas that practitioners face, and focus on preventive law - providing current and future school learners with knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

Prerequisite: Master's Degree.

EDLD 808 Generating, Using, and Assessing Data Accountability and Student Assessment 3 Credits

This course will develop the skills necessary for educational leaders to identify and define problems, implement data collection methods, and analyze, interpret, and report data across multiple levels from the individual student to the larger system. Students will gain the knowledge and skills to use data in decision making within a problem solving framework that enables evaluation of instructional programs and practices. Within this course, students will engage in activities designed to enhance skills in data-based decision making, including: large and small group discussion; review of the extant literature base; review and use of different technologies and statistical methods for data collection and analyses; case studies and simulated data analyses; and application of skills in real world settings. Attainment of these skills will prepare the student for the dissertation process to serve as an instructional leader in the field. The course references and aligns with state adopted core curriculum content standards and professional development standards, the Standards for Schools Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

Prerequisite: Master's Degree.

EDLD 809 Finance, Fundraising and Fiscal Management 3 Credits

Financial and managerial leadership of a school building or district is a primary factor in the success or failure of school instructional programs. This course provides an opportunity for public and private school practicing and prospective administrators to gain an understanding of their role in these critical areas. Providing the resources to fund academics/instruction/athletics, facilities and capital projects is a focus of this course. A comprehensive understanding of the financial implications of systemic reform, centralized goal setting, accountability standards, and decentralized forms of site-based management, school choice, and charter schools will be a focus of study. This course will also provide a comprehensive overview of fund raising. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. Various fund raising vehicles are surveyed and participants learn to apply fund raising strategies that are appropriate to their organizational setting.

Prerequisite: Master's Degree.

EDLD 810 Curriculum Leadership: Transforming Teachers/Developing Teacher Talent 3 Credits

This course will focus on the complex nature of teaching and learning and provide participants with the skills necessary to guide instructional practice. Adult learning theory will be examined as will curriculum theories, instructional practices, professional development, and human capital.

Prerequisite: Master's Degree.

EDLD 811 Innovation and the Use of Educational Technology 3 Credits

This course addresses the intersection of organizational change and educational technology. Students will develop a philosophy of educational technology and explore related issues in policy, diversity, ethics, and evaluation. The course also covers research and theory on organizational change and processes for developing a culture of innovation. Students will apply theories of organizational change to the implementation and use of technology in educational contexts.

Prerequisite: Master's Degree.

EDLD 812 Leading Programs for Diverse Learners and At Risk Students 3 Credits

This course examines some of the best practices for supporting diverse learners and at-risk students and some of the reasons behind the intrinsic and bureaucratic/policy barriers that may hinder their success. Schools are faced with an increasing number of diverse learners and at-risk students who require additional academic, social and/or medical supports for them to achieve success. This course will examine the root causes that may hinder student success and some of the programs and approaches that have proved successful in meeting their needs.

Prerequisite: Master's Degree.

EDLD 813 Dissertation of Practice I/Research Proposal Development Defense 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research.

Prerequisite: Master's Degree.

EDLD 814 Dissertation of Practice II 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice I.

Prerequisite(s): Master's Degree.

EDLD 815 Dissertation of Practice III 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice II.

Prerequisite(s): Master's Degree.

EDLD 816 Dissertation of Practice IV 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice III.

Prerequisite(s): Master Degree.

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

Early Childhood Education (P-3) Certificate

Program Overview

The Post-Baccalaureate Teacher Certification Program in Early Childhood Education (P-3) is designed for college graduates seeking initial teaching certification. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience

(student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Early Childhood Education (P-3) is a 24 credit graduate program requiring five courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Preschool through Grade 3 (P-3) Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Teaching (M.A.T.) (p. 830)

Early Childhood Education (P-3) Certificate Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
ECED 532	Issues and Challenges in Early Childhood Education	3
CURR 702	Early Literacy Teaching and Learning	3
ECED 550	Development Methods and Assessment in Early Childhood Education	3
CURR 710	Inclusive Methods for Teaching Mathematics	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		24

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 702 Early Literacy Development for Diverse Learners 3 Credits

This course addresses current strategies for teaching beginning learners' vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits

This course introduces candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. In alignment with NAEYC and NCTM and NJ Student Learning standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. Students also explore positive models of classroom management and environment design to support diverse learning needs. The course provides candidates with the pedagogical proficiency necessary for the development of the mathematical dimensions of their students' career readiness skills. Field experiences consist of classroom observations with instructional analysis and assessment of children's mathematical thinking.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

ECED 507 Emergent Literacy 3 Credits

Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-phonetic, syntactic, semantic, and pragmatic. Explores the components of these processes including concepts of print, knowledge of the alphabet, phonological awareness, language play, literary genres, spelling development, vocabulary development, and word recognition.

ECED 532 Families, Community, and Diversity in Early Childhood Education 3 Credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ECED 550 Development Methods and Assessment in Early Childhood Education 3 Credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

Educational Leadership

Program Overview

The program in Educational Leadership at Rider University prepares candidates for leadership positions at different administrative levels in elementary and secondary schools, colleges and related educational organizations. All programs are accredited by NCATE/CAEP. The program has 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 Professional Standards for School Leaders 2015, and the Standards of the National Policy Board for Educational Administration, utilized by the Educational Leadership Constituent Council 2011 (ELCC).

Preparing Principals for New Emerging Needs

Rider's Educational Leadership program recognizes that it is principals who are best positioned to lead the effort in their schools to ensure that teaching and learning are as excellent as possible. Principals who have a school-wide focus on better teaching and learning, who know how to create a vision and share authority, and who are prepared to

be accountable for achieving the school's educational goals, are vital to ensuring the quality of our children's education. The professionals in the College of Education and Human Services work with the program's participants to develop and evaluate curricula, use data to diagnose student needs, coach teachers, plan professional development in their schools, and establish school-wide norms that support high quality teaching and learning.

Curriculum Overview

Leading to a Master of Arts in Educational Leadership, the Principal Leadership program's cohort-based, executive-style format brings educational peers together to study, network and learn as a unit throughout the program. Participants engage in online classes during the school year and attend two residencies on Rider's Lawrenceville campus each summer. The program's flexible, blended learning format recognizes the demands of the teaching profession while maintaining the rigors of a quality leadership training program. Participants pursue their graduate studies without interrupting their professional and personal responsibilities. Candidates complete their graduate studies in two years, and are eligible to apply for both the principal and supervisor certificates.

Educational Leadership Highlights

The 36-credit program of study consists of 12 courses that focus on three areas of leadership:

- personal leadership
- instructional leadership
- school culture leadership

An accomplished and distinguished faculty whose members bring deep practical and theoretical knowledge to their disciplines lead the program. There is close integration of coursework and fieldwork, using techniques such as case studies, problem-based learning and journaling to encourage continuous reflection about the connections between theory and practice. The curriculum heavily emphasizes teaching and learning, school redesign and collaborative decision-making. Relevant field-based experiences (Leadership Growth Projects) are also integrated throughout the program of study, beginning with the very first course.

Planned Internship Experiences

This year-long aspect of the program emphasizes both the management and instructional facets of leadership for increased student performance. Coordinated by the program director at Rider and a school-based mentor, participants develop the skills needed to strategically transform public schools that prepare students for college and career success.

Degree Offered

- M.A. in Educational Leadership

Contact

Judith Stegmaier-Nappi, Ed.D

Program Director

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/>)

college-liberal-arts-education-sciences/school-of-education/graduate-programs)

Related Programs

- Principal Certificate (p. 804)
- Teacher Leadership (p. 817)
- Supervisor of Instruction (p. 816)

Educational Leadership Program Requirements

(36 credits)

Code	Title	Credits
Group I—Leadership		
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 591	Seminar/Practicum in Education Leadership ¹	3
EDAD 592	Seminar/Practicum in Educational Leadership ²	3
Group II—Supervision		
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
Group III—Curriculum and Instruction		
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
Group IV—Foundations		
EDUC 515	Issues in American Schools and Society	3
Total Credits		36

¹ This course should be taken in the fall semester.

² This course should be taken in the spring semester.

Notes:

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

complete a 150 hour “capstone internship” in the Seminar/Practicum course EDAD 510.

6. Submit an electronic Leadership Growth Project Portfolio.
7. Complete a comprehensive standards-based self-assessment.
8. Complete a “Capstone School Improvement/Change Project.”

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

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 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(s): EDAD 505.

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(s): EDAD 501.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDAD 591 Seminar/Practicum in Education 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(s): EDAD 591.

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.

Elementary Education (K-6) Certificate

Program Overview

The Post-Baccalaureate Elementary Education Teacher Certification Program is designed for college graduates seeking initial teacher certification as a teacher in elementary school settings. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester. The program is state approved and nationally accredited.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Elementary Education Teacher Certification Program is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Elementary Education (K-6) Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (p. 830)

Elementary Education Certificate (K-6) Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Teaching and Learning	3
CURR 710	Elementary Mathematics Teaching and Learning	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	3-9
Total Credits		15-21

Additional requirements for completion

- Completion of all courses before final clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 702 Early Literacy Development for Diverse Learners 3 Credits

This course addresses current strategies for teaching beginning learners' vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits

This course introduces candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. In alignment with NAEYC and NCTM and NJ Student Learning standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. Students also explore positive models of classroom management and environment design to support diverse learning needs. The course provides candidates with the pedagogical proficiency necessary for the development of the mathematical dimensions of their students' career readiness skills. Field experiences consist of classroom observations with instructional analysis and assessment of children's mathematical thinking.

CURR 715 Inclusive Elementary Science, Arts, & Social Studies Teaching 3 Credits

This course provides aspiring elementary school teachers with a variety of developmentally appropriate options for designing, implementing, and evaluating curriculum and instruction in science, social studies, and the arts. Using NJ Student Learning Standards, emphasis is placed on inclusive practices and differentiation of instruction (e.g., modifying curriculum planning, learning environments, and instructional materials, content, processes, and products), curriculum integration, thematic unit and lesson planning, various teaching strategies, hands-on learning experiences, inquiry learning, career readiness skills, higher-order thinking, reflective practice, and various assessment strategies. Other facets of teaching also are addressed or reviewed in the course. These include the characteristics and needs of students with disabilities motivation, classroom management, and becoming a team member of a school faculty. Candidates also refine their pedagogical knowledge and skills by participating in the modification of instruction to meet the needs of diverse learners in nearby school settings.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Endeavor STEM Concentration

Program Overview

The Master of Arts in Teacher Leadership with a STEM concentration seeks students who wish to enhance their knowledge and ability to deliver content instruction and further develop their leadership skills in educational settings. This program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession.

Participants who complete the full master's degree will acquire both content knowledge and the skills needed to be effective teacher leaders in their schools and school districts. The full master's degree program includes both the 21 credit Teacher Leadership core and 15 credits in approved STEM courses. A Capstone Project demonstrating the ability to develop and practice teaching and shared leadership skills is a requirement of this concentration.

Curriculum Overview

Developed as a partnership between Rider University and the U.S. Satellite (Endeavor) Laboratory, the Master of Arts in Teacher Leadership with a STEM concentration is designed to prepare experienced STEM teachers to assume a greater leadership role in their schools, and share their skills and knowledge while remaining active in the classroom.

Degree Offered

- M.A. Teacher Leadership with a STEM Concentration

Contact

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Program Director

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Program Website: Teacher Leadership (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher Leadership Professional Development Certificate (p. 827)
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)

Endeavor STEM Concentration Program Requirements

(15 credits)

Code	Title	Credits
Required Courses:		3
CURR 660	Methods of STEM Education (Grades PK-5) or CURR 661 Methods of STEM Education (Grades 6 - 12)	9-12
Select two to four of the following courses:		
CURR 662	Eyes on Earth: Teaching Earth Science from Space (PK-8)	
CURR 663	Lessons from the Ocean: Science on the Water Planet (Grades 2-12)	
CURR 664	The Arts in STEM: Advancing Meaningful Integration (K-12)	
CURR 665	Climate Change with NSF SPRINTT	
CURR 666	Exploring Mars: A New Twist on Science (or Math)	
CURR 667	Physical Science in Motion: Classroom Applications	
CURR 668	Coding, Robotics, and 1:1 Devices	
CURR 669	Culturally Relevant Pedagogy in the STEM Classroom	

CURR 670	Life and Marine Science: Tracking Live Marine Animals	
CURR 671	Life in Space: NASA ISS and Astrobiology	
CURR 672	Math Connections to STEM Education	
CURR 673	NASA Astronomy and Space Science	
CURR 674	NASA Physics for Real Beginners: Earth, Moon, and Space	
CURR 675	Reading and Writing in the Science Classroom	
CURR 676	The E in STEM: Meaningful Content for Engineering	
CURR 677	WDLC - Weather Data Learning Center	
CURR 678	Action Research in the STEM Classroom	
CURR 679	Practicum in STEM Leadership	
CURR 680	STEM Leadership Seminar	
Select up to two of the following courses:		0-6
CURR 517	Teaching and Learning Number and Operations	
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	
CURR 519	Teaching and Learning Algebraic Reasoning	
CURR 520	Teaching and Learning Geometric Understanding	
CURR 522	Teaching and Learning Measurement and Data	
CURR 640	Teaching and Learning Physical Science	
CURR 641	Teaching and Learning Life Science	
CURR 642	Teaching and Learning Earth and Space Science	
CURR 643	Teaching and Learning Engineering and Design	
CURR 644	Teaching and Learning Chemical Science	

Courses and Descriptions

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 640 Teaching and Learning Physical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be place on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

Endeavor STEM Professional Development Certificate

Program Overview

The Endeavor STEM Professional Development Certificate is a 15 credit experience. Participants will complete 5 approved online courses. The courses are designed to enhance knowledge and ability to deliver instruction in Science and Math content. The Endeavor STEM Professional Development Certificate is appropriate for a wide range of educators looking to share their knowledge with a classroom, school or district.

Certificate Offered

- Endeavor STEM Professional Development Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/>)

college-liberal-arts-education-sciences/school-of-education/graduate-programs)

Related Programs

- Teacher Leadership (p. 817)
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)

U.S. Satellite Lab Endeavor STEM Professional Development Certificate Program Requirements

(15 credits)

Code	Title	Credits
Required Courses:		3
CURR 660	Methods of STEM Education (Grades PK-5)	
or CURR 661	Methods of STEM Education (Grades 6 - 12)	
Select two to four of the following courses:		6-12
CURR 662	Eyes on Earth: Teaching Earth Science from Space (PK-8)	
CURR 663	Lessons from the Ocean: Science on the Water Planet (Grades 2-12)	
CURR 664	The Arts in STEM: Advancing Meaningful Integration (K-12)	
CURR 665	Climate Change with NSF SPRINTT	
CURR 666	Exploring Mars: A New Twist on Science (or Math)	
CURR 667	Physical Science in Motion: Classroom Applications	
CURR 668	Coding, Robotics, and 1:1 Devices	
CURR 669	Culturally Relevant Pedagogy in the STEM Classroom	
CURR 670	Life and Marine Science: Tracking Live Marine Animals	
CURR 671	Life in Space: NASA ISS and Astrobiology	
CURR 672	Math Connections to STEM Education	
CURR 673	NASA Astronomy and Space Science	
CURR 674	NASA Physics for Real Beginners: Earth, Moon, and Space	
CURR 675	Reading and Writing in the Science Classroom	
CURR 676	The E in STEM: Meaningful Content for Engineering	
CURR 677	WDLC - Weather Data Learning Center	
CURR 678	Action Research in the STEM Classroom	
CURR 679	Practicum in STEM Leadership	
CURR 680	STEM Leadership Seminar	
Select no more than two of the following courses:		0-6
CURR 517	Teaching and Learning Number and Operations	
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	
CURR 519	Teaching and Learning Algebraic Reasoning	
CURR 520	Teaching and Learning Geometric Understanding	
CURR 522	Teaching and Learning Measurement and Data	
CURR 640	Teaching and Learning Physical Science	
CURR 641	Teaching and Learning Life Science	
CURR 642	Teaching and Learning Earth and Space Science	

CURR 643	Teaching and Learning Engineering and Design
CURR 644	Teaching and Learning Chemical Science

Courses and Descriptions

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 640 Teaching and Learning Physical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be placed on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

English as a Second Language / ESL (K-12) Certification

Program Overview

The mission of the English as a Second Language program at Rider University is to provide the skills, attitudes and understandings necessary to teach non-native speakers of English in order for them to achieve their greatest potential through education for life.

This Post-Baccalaureate Teacher Certification Program in English as a Second Language is designed for college graduates seeking initial teacher certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in English as a Second Language is a 24 credit graduate program requiring five courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- ESL Certification

Contact

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Program Website: ESL Certification (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/english-second-language>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (p. 830)

English as a Second Language / ESL (K-12) Certificate Requirements

(24 credits)

Code	Title	Credit
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

Code	Title	Credit
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

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.

Prerequisite(s): CURR 531 and CURR 538.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 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.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness; panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

English as a Second Language Endorsement Certificate

Program Overview

The English as a Second Language (ESL) Endorsement program is an additional endorsement to an initial teacher certification. The program is designed for teachers with certification in areas other than ESL who want to add the endorsement (additional certification) as an ESL teacher to help non-English speakers become fluent in the English language. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester.

Curriculum Overview

This ESL endorsement provides ESL teaching credentials for those already certified in another specialization. It is a 15 credit graduate program requiring five courses.

Certificate Offered

- English as a Second Language (ESL) Endorsement

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Program Website: ESL Endorsement Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/english-second-language>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/esl-endorsement-certificate/%20http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (p. 830)

English as a Second Language Endorsement Certificate Requirements

(15 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3

LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		15

Courses and Descriptions

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.

Prerequisite(s): CURR 531 and CURR 538.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 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.

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

English Language Arts Education (K-12) Certificate

Program Overview

This Post-Baccalaureate Teacher Certification Program in English Language Arts Education (K-12) is designed for college graduates seeking initial teacher certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in English Language Arts Education (K-12) is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- English Language Arts Education (K-12) Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (p. 830)

English Language Arts Education (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3

CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 704	Inclusive Methods for Teaching English Language and Theater Arts	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional requirements for completion

- Completion of all courses before clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 with a “C+” grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Forensic Accounting Graduate Certificate

Program Overview

Over the last four decades, the field of forensic accounting has grown tremendously as increased federal legislation and more stringent auditing standards have helped to make the detection, prevention and prosecution of financial fraud a priority.

Career opportunities in forensic investigation include positions in the government, public accounting, insurance, law, business and non-profit sectors. The role of forensic accountants is far-reaching: these skilled professionals combine their accounting knowledge with critical investigative and analysis skills. They help to manage and reduce risk; identify and prosecute criminal activities such as embezzlement or illegally obtained funds; and advise on critical financial transactions from mergers and acquisitions to bankruptcy proceedings.

For the convenience of professionals, Rider's 12-credit Forensic Accounting Graduate Certificate program is offered in a variety of delivery

formats: all-online, blended or on-campus evening classes. Classes are offered year-round with start dates in the spring, summer and fall.

You can complete the certificate in as little as two semesters, acquiring the skills to identify, collect and examine evidence for accounting fraud and abuse. Learning outcomes are:

- Identify, detect and prevent common fraud schemes and fraudulent financial reporting
- Recognize misappropriation of assets and corruption
- Gather and deliver evidence for the purpose of litigation
- Support fraud cases through documentation and analysis for litigation support
- Understand how internal control systems minimize or mitigate the potential for fraud including control frameworks and specific control procedures

Completion of the Certificate

You must achieve an overall GPA of 3.0 in the program, with no grades earned below a "C", to earn the certificate.

Degree Offered

- Certificate in Forensic Accounting

Contact

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Graduate Business Academic Coordinator

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Program Website: <https://www.rider.edu/forensicacct>
Related Programs

- Master of Accountancy (MAcc) (p. 781)
- Business Analytics Graduate Certificate (p. 723)

Program Requirements

(12 credits)

The Forensic Accounting Graduate Certificate requires students to complete four graduate-level courses (12 credit hours) to complete the program.

Prerequisites for the Program

Before beginning the program students must demonstrate technology proficiency by satisfying ONE of the following conditions:

1. Earn a grade of "C" or better in ACC 310 and ACC 311, or similar coursework at an accredited four-year institution taken within six years prior to the semester admitted; or
2. Complete PMBA 8020 with a grade of "B" or better AND PMBA 8324 with a grade of "C" or better.

Code	Title	Credits
MAcc 663	Fraud and Forensic Accounting	3
MAcc 665	Fraud Detection and Deterrence	3
MAcc 667	Business Valuations: Fundamentals, Techniques and Theory	3

PMBA 8312	Business Intelligence Tech-Data Mining	3
Total Credits		12

Courses and Descriptions

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

Higher Education Certificate

Higher Education Administration and Leadership is a field of interest to many Higher Education professionals. The coursework in this Graduate Certificate covers 4 critical areas that together describe how institutions of higher learning operate. Major content areas are: how colleges and universities organize themselves; how they affect students in terms of learning and development; how they are shaped by the larger

environment and legal mandates; and how they change and adapt to the changing landscape of education.

The coursework is aimed at working professionals who want to deepen their knowledge of functions such as student affairs, to gain understanding of how schools assess, plan and change, and also who want to develop insight into the complex and changing "big picture" of higher education.

Students earn a Graduate Certificate upon completion of the 4 required courses. If interested in continuing on to the MA in Organizational Leadership (p. 800), all courses can be applied to the required degree credit hours.

Certificate Offered

- Higher Education Certificate

Contact

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Assistant Professor

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Program Website: Higher Education Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-organizational-leaders/leadership-higher-education>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Organizational Leadership (M.A.) (p. 800)

Certificate in Higher Education Requirements

(12 credits)

Students must:

- comply with the general requirements for graduate study in the Rider University Department of Graduate Education, Leadership, and Counseling;
- complete 12 credits with GPA of "B" (3.0) or better.

Code	Title	Credits
EDUC 525	The Higher Education Organization	3
EDUC 530	Student Affairs & Experiences in Higher Education	3
EDUC 535	Legal and Ethical Issues in Higher Education	3
EDUC 540	Leading Operations, Change and Assessment in Higher Education	3
Total Credits		12

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

Health Communication Concentration, Master of Arts in Business Communication

Program Overview

Rider's Health Communication concentration in the M.A. in Business Communication (M.A.H.C.) focuses on the application of communication skills within the health context. Health communication is one of the areas of communication that is growing exponentially and is projected to experience continued growth. Communication contributes to vital health outcomes by directing positive health behaviors. Interventions, strategies, and programs to change health behaviors are communicative acts and are the primary tools used in health communication. The program introduces students to best practices in communication, and engages them in real-life current issues and scenarios faced by professionals on the job. Students in the program learn to better understand and leverage communication strategies to achieve organizational goals.

Curriculum Overview

The M.A.H.C. is a fully online, 33-credit program designed to prepare students for careers in the fast-paced, expanding field of health. Students learn to identify and explain current issues in health communication; use theory and research methodology to examine and explain trends and phenomena in health; interpret the verbal and nonverbal communication practices of individuals, healthcare providers, and organizations in order to reform conversations about health; explain complex medical terminology, statistics, and research findings in simplified language; compose written materials and develop health communication campaigns for general audiences, healthcare professionals, medical organizations, and advocacy groups; understand the far-reaching, multi-layered impact that culture has on health communication and health outcomes; and develop a variety of health communication campaigns that inform, educate, promote, or call for action.

Degrees Offered

- M.A. in Business Communication with a concentration in Health Communication

Contact

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Director

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Program Website: Health Communication (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/buscom/health-communication-concentration>)
Associated Department: Department of Communication and Journalism

Program Requirements for the MA in Health Communication

(33 Credits)

Code	Title	Credits
COMM 500	Communication Processes in Health	3
COMM 501	Medical Concepts and Health Writing	3
COMM 505	Health Communication Theory	3
COMM 507	Bus Presentation Strategies	3
COMM 525	Visual Communication	3
COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 545	Info Gathering & Analysis	3
COMM 551	Cultural Conceptions of Health and Illness	3
COMM 558	Health Communication Campaigns	3
COMM 559	Communicating Crises in Health	3
COMM 600	Capstone: Implementing a Health Communication Campaign	3
Total Credits		33

Overview

The 4+1 Masters in Business Communication is designed for students who wish to combine undergraduate study in a major leading to a Bachelor's degree with graduate study leading to a Masters of Arts in Business Communication, including the option of the online Health Communication concentration.

The admission process for this program ensures that only capable students are enrolled. Freshman and sophomore students are encouraged to seek advice about the program from their advisor and the program director. During the junior year, the student will formally apply to the M.A.B.C. program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Business Communication program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Business Communication program;

- Two letters of recommendation, at least one from a college professor

Students accepted into the Business Communication program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the B.A. or B.S. degree when they complete the requirements for that degree. The M.A. will be awarded upon completion of the Business Communication requirements.

Academic Plan of Study

The Four-Plus-One M.A.B.C. is designed to begin in the senior year of undergraduate study and be completed in one additional year by the student who plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the M.A.B.C. director, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
Senior Year		
COMM 500	Communication Processes in Health	3
Semester Credit Hours		3
Spring Semester		
COMM 501	Medical Concepts and Health Writing	3
Semester Credit Hours		3
Summer Semester		
Summer I		
COMM 505	Health Communication Theory	3
COMM 507	Bus Presentation Strategies	3
Summer II		
COMM 525	Visual Communication	3
COMM 551	Cultural Conceptions of Health and Illness	3
Semester Credit Hours		12
Year 2		
Fall Semester		
Graduate Year		
COMM 545	Info Gathering & Analysis	3
COMM 558	Health Communication Campaigns	3
COMM 559	Communicating Crises in Health	3
Semester Credit Hours		9
Spring Semester		
COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 600	Capstone: Implementing a Health Communication Campaign	3
Semester Credit Hours		6
Total Credit Hours for Graduation		33

Courses and Descriptions

COMM 500 Communication Processes in Health 3 Credits

Interpersonal and nonverbal communication are the two areas of general communication studies that health communication draws from most heavily. These concepts affect relationships in healthcare, the ability to understand and process medical information, the efficacy of messages in relation to nonverbal indicators, and how bad news, another major concept in health communication, is received. This class will provide a comprehensive understanding of these concepts, how they are utilized in the field of health communication, and the ways in which the two areas intersect, all in the broader context of understanding health communication as a discipline.

COMM 501 Medical Concepts and Health Writing 3 Credits

Improving the way that health is communicated requires the ability to understand health information at the initial – and often complex – level. In particular, health communication aims to provide information to underserved populations, who may suffer from lack of education and poor health literacy. This class will provide students with a basic understanding of medical terminology and the ability to comprehend and explain scientific literature. Students will develop the skills needed to translate medical information for a wide range of audiences. Students will also be required to apply these concepts through the creation of multiple types of health writing assignments.

COMM 505 Health Communication Theory 3 Credits

Health communication is driven by a set of principles that guide the conceptualization, design, and implementation of new health guidelines and interventions. The ultimate goal of health communication is to increase health and satisfaction by encouraging healthier behaviors, medical compliance, and more efficient communication of medical information. This class is designed to give an overview of the major fields of study in health communication through examination of the major theoretical perspectives therein. Topics include the different areas of study in which health communication theories are based, how theory is used to support the initial design of research studies and interventions, and the situations in which the use of more than one theoretical approach is warranted.

COMM 507 Bus Presentation Strategies 3 Credits

Develops the ability to create purposeful presentations with targeted messages relating to audience needs. Students will gain competency in a number of areas including: messaging, writing for the visual media, using current visual presentation tools, delivering an impactful presentation and taking advantage of social media channels. They will develop the knowledge and skills to influence and inspire internal and external constituencies, a key part of communication practitioners' jobs, especially those in managerial/senior staff roles.

COMM 525 Visual Communication 3 Credits

Develops understanding of the importance of visuals and using different ways to communicate effectively with visuals, which is an integral parts of any advanced communication and journalism curriculum. The goal of the course is to provide students with the practical knowledge and critical skills necessary to effectively use visuals as an important and inevitable component in the communication process. The course covers visual communication theories, perception of psychology, design and layout principles, typography, imagery in mass media and visuals in interactive media.

COMM 531 Legal/Ethical Iss for Prof Com 3 Credits

Provides students with the knowledge to understand and apply ethical guidelines and current laws and regulations relative to workplace communication, as well as the legal limits impacting professional communications. This knowledge is particularly important for those in or aspiring to managerial/senior staff roles.

COMM 545 Info Gathering & Analysis 3 Credits

Develops the knowledge and skills to use various research methods and analysis techniques to provide critical information for, and assist with, business decisions. It will cover developing research tools, gathering and verifying information, analyzing, and reporting results. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 551 Cultural Conceptions of Health and Illness 3 Credits

Culture affects every relationship dynamic, the way nonverbal communication is interpreted, how audiences are selected for health campaigns, the ability and willingness to use technology, and the way bad news is broken to individuals and families. In health communication, culture comprises both the general conceptions of what culture is – the characteristics of a particular social, ethnic, or age group – as well as other factors. This class will examine the specific variables of culture in this setting, how the variables are both unique and interconnected, and the wide-reaching impact culture has in health. The first half of the course explores the variables that culture includes. The latter part of the course takes these variables and demonstrates the roles they play in real-world health communication settings.

COMM 558 Health Communication Campaigns 3 Credits

Campaigns are the primary tool used in health communication to disseminate messages and effect change. Campaigns can provide information on a specific issue or to a specific community, encourage preventative health behaviors, demonstrate behaviors (such as performing self-skin exams for skin cancer or the proper way to follow medication instructions), put forward suggestions for a healthy lifestyle, raise awareness, or offer support. At times, multiple messages may be present in one campaign. This class will examine the different types of health campaigns and the impact a health communication campaign can have. Students will learn how to analyze a health campaign through its full cycle. The class will also serve as a foundation for the capstone class of the Master's in Health Communication program.

COMM 559 Communicating Crises in Health 3 Credits

In the health setting, multiple events can be considered a crisis: the outbreak of a disease, contamination of food, a natural disaster, and more. The response to a crisis can have a significant, long-lasting impact on the organization's reputation. The development of a crisis plan, which sets forth guidelines for an organization's response to a crisis and involves multiple steps, can be completed before any events occur and can significantly affect the way an organization handles a crisis. This class explores the types of crises that occur in health communication, the factors involved in a crisis, the development of a crisis plan, and the effects of a crisis on an organization.

COMM 600 Capstone: Implementing a Health Communication Campaign 3 Credits

The ability to implement, evaluate, revise and successfully launch a campaign is a critical skill for all individuals who work in health communication. Campaigns are the primary tool used by health communicators to initiate change in a community, although their implementation will not always be a fluid, one-step process. This class will require students to select a local health campaign and evaluate the campaign from start to finish. Students will complete the Master's program in Health Communication with a complete proposal for a health communication campaign and the skills needed to analyze an existing campaign from beginning to end.

Homeland Security (M.A.)

Program Overview

The M.A. in Homeland Security provides students with a multidisciplinary program that goes beyond conventional studies of the subject. The degree is designed to give students broad training in the theoretical and applied nature of security studies and then to offer students the ability to specialize in Global or Domestic Security. The M.A. explores the causes and consequences of political violence and how the U.S.'s internal and global environment impacts issues of security within the nation and globally. Students will also learn about the institutions, actors and processes that support the security community. It explores the tools and actions the U.S. and other governments can utilize in maintaining security and the consequences of doing so. Finally, the graduate program in Homeland Security Policy provides students with the foundation for pursuing careers in the security sector.

Degree Offered

- Master of Arts in Homeland Security

Contact

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Program Website: www.rider.edu/polsci (<http://www.rider.edu/polsci>)

Associated Department: Political Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/political-sc>)

Course Requirements for the M.A. in Homeland Security

To earn an M.A. in Homeland Security, a total of **36** credits must be completed from the following:

Code	Title	Credits
Required Foundation Courses (18 credits)		
HLSP 501	Homeland Security	3
HLSP 502	Development and Structure of the US Intelligence Community	3
HLSP 505	Civil Liberties and National Security	3
HLSP 527	Policy Analysis and Evaluation	3
HLSP 530	Data Analysis and Methods for Political Science	3
HLSP 545	Loyalty and the State of Exception	3
Specialized Courses: Choose one of the following specializations (three courses in one specialization)		
Global Security Specialization: Choose three courses from the following:		9
HLSP 508	Political Communication, Terrorism, and Security	
HLSP 510	Terrorism	
HLSP 529	Energy Security	
HLSP 533	International Law and Armed Conflict	
HLSP 551	Global Security	
HLSP 552	U.S. Foreign and Security Policy	
HLSP 553	Cyber War	
HLSP 567	Global Immigration Trends and Security Issues	

Domestic Security Specialization: Choose three courses from the following: 9

HLSP 504	Political Behavior of Security and Conflict
HLSP 506	US Constitutional Law and National Security
HLSP 514	Congress and National Security
HLSP 515	Counterterrorism
HLSP 516	The Presidency and National Security
HLSP 520	Defense Policy and Analysis
HLSP 531	Critical Infrastructure Security
HLSP 532	Disaster Management and Preparedness
HLSP 550	American National Security

Elective Courses: 6

Two additional courses in either specialization	
HLSP 690	Research & Creative Expression

Capstone: Choose one of the following: 3

HLSP 590	Master's Thesis
HLSP 591	M.A. in Homeland Security Internship

Courses and Descriptions

HLSP 501 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

HLSP 502 Development and Structure of the US Intelligence Community 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

HLSP 504 Political Behavior of Security and Conflict 3 Credits

The course focuses on various analytical approaches in behavioral political science in order to better understand how individuals interact with the political system. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior during periods of crisis and uncertainty. The course empowers students to conduct advanced research in order to test some of the leading theories of the subfield.

HLSP 505 Civil Liberties and National Security 3 Credits

During times of crisis, can our government maintain individual liberty? This course provides an in-depth exploration of the tension between the role of the state in balancing civil liberties with national security. In this context, the course provides a specific focus on freedom of speech, press and assembly, freedom of religion, the right to privacy and the courts' role, or lack thereof, in the War on Terror.

HLSP 506 US Constitutional Law and National Security 3 Credits

This graduate seminar examines the origin and development of the American constitutional system and constitutional law. It further examines this system within the context of national security. Primary emphasis is on the US Supreme Court, which includes its developmental as an institution, the origins of judicial review and the court's establishment of this process, as well as the decision-making process by Justices of the court. The course will then examine the interplay between the court and its political environment and the impact the court has had upon the functioning of the political system by considering the Marshall Court (1801-1835), the Hughes Court (1930-1941) and the Warren Court (1953-1969). We will conclude with a consideration of the role of the court in balancing the rights and freedoms of a democratic society within the demands of the national security state.

HLSP 508 Political Communication, Terrorism, and Security 3 Credits

This course explores how political communication affects terrorism and security. It is well known that media plays an important role in creating the narrative for understanding terrorism and national security issues. The question is whether that narrative tends to help protect that nation, or whether it actually interferes with that goal. In addition, social media has become a means by which terrorist groups recruit outside volunteers, while blogs and websites are often used to incite incidents in various countries. This course deals with the various ways in which political communication can support, or interfere with, the protection of national security.

HLSP 510 Terrorism 3 Credits

Politics is the study of power and its application, and hence the study of violence has always played a central role in the discipline. In the era of mass politics, violent political participation has been accentuated as evidenced by the prevalence of both domestic and international terrorism. The practice of terrorism itself has undergone changes in the new era and the appearance of groups and "lone wolves" bent on sowing death and destruction for its own sake is more common place. Moreover, the statelessness of today's terrorists removes crucial restraints that once held even extreme terrorists in check. Perhaps more than any other organization, ISIS embodies these trends. It is therefore incumbent upon us to take a step away from the spectacular nature of the news, and ask fundamental questions concerning the motivations, modes of operation, and circumstances contributing to the appearance of terrorist movements, and the roles of the leaders as against the "foot soldiers" in such organizations. Special attention is laid on the emotional fervor of those engaged in the activity, the ideology that mobilizes them and rationalizes their behavior, within each case's historical settings.

HLSP 514 Congress and National Security 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. In addition to an in-depth analysis of the US Congress, we also look comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror?.

HLSP 515 Counterterrorism 3 Credits

One of the aims of analyzing the nature of terrorism, its goals, and the underlying deeper motives of those who partake in it, is to thwart as many terrorist efforts as possible and to bring terrorist campaigns to an end. Thus, the questions of how terrorism begins and how terrorism ends are intimately related. Because of the prevalence of terrorism in the national and international arenas and the spectacular nature of terrorist undertakings, the analysis of these questions is the subject of much media attention and public discussion that tends to obscure and politicize what should be a focus of attention of citizens, policy makers, and students of the social sciences alike. This course seeks to point out concrete measures for counterterrorism –of the type that sometimes is under public discussion –but in a more systematic manner that brings together methods of heuristic thinking in political science and adjacent disciplines, historical and comparative experience, and the literature on counter terrorism to analyze the range of possible strategies that could be adopted and the possible manner in which terror campaigns may be brought.

HLSP 516 The Presidency and National Security 3 Credits

This course is designed as an upper level graduate combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School, English School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

HLSP 520 Defense Policy and Analysis 3 Credits

The course begins with an overview of the structure of US defense policy and administration and explores issues associated with national defense. Throughout the course students become familiar with basic data, institutions, actors, trends, issues and options in the strategic implementation of defense and force. The primary focus of the course is on the Department of Defense (DoD) as well as on key committees and actors within the White House, State Department, Central Intelligence Administration and Congress.

HLSP 527 Policy Analysis and Evaluation 3 Credits

Policy Analysis and Evaluation fully addresses this problem by providing students with an in-depth study of public policy. It does so by linking theory with practice in helping students think systematically about public policy. The course addresses the policy process through leading theoretical models within the subfield as well as an evaluation of government's response, or lack thereof, of contemporary policy problems. Our focus will be three areas of policy analysis: 1) descriptive 2) evaluative and 3) prescriptive. As part of our focus, we will address policy design, implementation, evaluation and failure. Overall, students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options.

HLSP 529 Energy Security 3 Credits

Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

HLSP 530 Data Analysis and Methods for Political Science 3 Credits

This course introduces students to quantitative and qualitative methods used by political scientists and security specialists in the study of social and political phenomena. Students will learn the logical structure of political analysis, and the quantitative measures used to supplement and support these logical structures. Overall the course draws on the fundamentals of statistics: Namely the ability to describe data samples and draw inferences about the populations from which they were drawn. It should also improve one's ability to read data, interpret data, and judge others' claims about data. After students learn these skills, they will apply them to a prepared data set. The emphasis of this course is on "hands-on" experience. Students approaching this subject for the first time will "learn by doing" this type of analysis.

HLSP 531 Critical Infrastructure Security 3 Credits

Overall the course draws on the fundamentals of risk management strategies and policies related to manmade and natural threats to critical infrastructure. The course provides students with tools and critical thinking skills in order to identify and analyze challenges and opportunities to the nation's infrastructure. The emphasis of this course is on "hands-on" experience whereby students will "learn by doing" analysis.

Prerequisite(s): For MA students and can be offered to undergraduate students who are in the 4+1 program.

HLSP 532 Disaster Management and Preparedness 3 Credits

This course provides an overview of the following: 1) various types of natural and manmade disasters that communities are vulnerable to, and 2) how to develop corresponding preparedness, response, recovery, and mitigation strategies. Upon completing this course, students will be able to assess and develop the following: 1) preparedness plans for disaster response, 2) monitoring and evaluation plans for disaster response, 3) early warning systems plans for risk reductions, and 4) response, recovery, and mitigation strategies. Students will also learn about existing and developing domestic and international Disaster Risk Reduction models. This includes, but is not limited to: 1) strategies that prevent and minimize casualties during disasters, and 2) logistic and operational challenges. Special consideration will also be given to the impact of the social and political processes associated with disaster policy and planning.

Prerequisite(s): For MA students and can be offered to undergraduate students who are in the 4+1 program.

HLSP 533 International Law and Armed Conflict 3 Credits

By literalizing the “war on terror,” governments have broken down the distinction between what is permissible in times of peace and what can be condoned during a war. In peacetime, governments are bound by strict rules of law enforcement. For example, lethal force can be employed in law enforcement only if necessary to meet an imminent threat of death or serious bodily injury. Those detained by police must be charged and tried. However, in wartime, law enforcement rules are supplemented by a more permissive set of rules embodied in international humanitarian law, otherwise known as the law of armed conflict. Under such wartime rules, unlike during peacetime, an enemy combatant can be shot without warning (unless he or she is incapacitated, in custody, or trying to surrender), regardless of any imminent threat. If a combatant is captured, he or she can be held in custody until the end of the conflict, without any trial. This course explores how these two sets of rules have developed, both by customary international law and by international conventions, analyzes under what sorts of circumstances one set of rules should apply instead of the other, and examines the legal consequences of governments fighting the “war on terror” by expanding the boundaries of the law of armed conflict beyond the traditional battlefield to wherever terrorists hide, run, or plan. Students will receive a solid foundation in the law of armed conflict and will analyze complex legal problems occurring at the intersections of international humanitarian law, international human rights law and national security law.

Prerequisite(s): For MA students and can be offered to undergraduate students who are in the 4+1 program.

HLSP 545 Loyalty and the State of Exception 3 Credits

The course enquires into cases ranging across Europe, the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, have suspended, if not dissolved, constitutionally guaranteed civil liberties. Under emergency situations, organs of national security are energized; organs of opinion and electronic media including internet newsgathering, opinion expression and formation, may be censored; citizens may be enlisted to report to and inform on their neighbors. Regimes of exception may severely curtail academic freedom and university life; they may regulate voluntary associations by means of secret or not so secret surveillance of meetings, and a demand for lists of members and financial contributors. States of exception may deploy methods of coercion usually proscribed in “normal” times, e.g., suspension of habeas corpus rules; extended if not indeterminate periods of detention of suspects; and techniques of “enhanced interrogation” that may violate constitutional and international law. Using a number of case studies, the course inquires into the conditions under which liberal democracies transform themselves into states of exceptions; the effects of such transformations on individual and civic life; and the procedures by which states no longer under stress return to liberal democratic procedures and recovery of civil liberties.

HLSP 550 American National Security 3 Credits

The course is part of the foundational sequence of the M.A. in Homeland Security Policy. The course trains students to think strategically and critically about major issues facing American National Security.

HLSP 551 Global Security 3 Credits

This seminar critically addresses the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

HLSP 552 U.S. Foreign and Security Policy 3 Credits

This course emphasizes the main theories of and themes in American foreign policy since the end of the Second World War. We will examine the patterns that have permeated American Foreign Policy since 1945, and discuss the roles that various actors play in the foreign policy process. We will use theoretical concepts to discuss the major events in American foreign policy over the last half of a century. The course will focus on both the conduct and formulation of American foreign policy. Detailed knowledge of the policy-making process, including legal and institutional restraints and standard operating procedures, is clearly essential for all students of foreign policy. Yet, only by exploring America’s past actions in the global arena and only by searching for historical precedents and patterns can students fully grasp the dilemmas facing the United States today.

HLSP 553 Cyber War 3 Credits

Cyber attacks are a growing concern for international community. When does a cyber attack constitute an act of war or is merely an inconvenience? Is cyber power military power? How prevalent are such attacks, and to what extent can cyber at-tacks lead to conventional conflicts? Will cyber attacks by non-state actors render more power to such players in destabilizing states? This course explores the different types of issues in cyber wars, including mechanisms through which targeting of communication technology could escalate tensions and lead to an armed conflict, and ways through which states and international organizations could limit the de-structive potential of cyber technology.

HLSP 567 Global Immigration Trends and Security Issues 3 Credits

Amidst the broader trends of international politics that address the growing flow of goods, capital, and information across state borders, the movement of people is a permanent and expanding feature. However, central to the notion of the political identity of the nation-state is the ability to control the entry of non-citizens. The regulatory power of the nation-state to control its borders is at least threatened by the migratory movements of people. People are driven from their homes by conditions of war, economic difficulty, or environmental disaster. Millions of people migrate permanently each year, and about 20 million are refugees and seek political asylum worldwide. The vast majority of refugees are women and children—this is the hidden truth of the post-Cold War order, huge numbers of displaced women and children. These numbers are significant, particularly since the general movement heads in one direction, toward advanced industrial states, mainly Western Europe and the United States. About 35 million legal and illegal immigrants live in the United States. Immigrants account for 11.5 percent of the total population, the highest percentage in 70 years. Critics warn that if current trends continue, by the end of this decade the immigrant share of the total population will surpass the all time high of 14.8 percent reached in 1890. Understanding immigration and refugee issues in this interdependent world will help us to gain insights into the workings of political, economic, and social forces both within receiving and sending states as well as the international regime which regulates these movements. The topics addressed in this course go beyond simple models of utility and efficiency since the questions of immigration and political asylum are often deeply emotional issues for societies; the issue also has a significant moral dimension.

HLSP 590 Master's Thesis 3 Credits

Students will complete an original substantive research paper that will build on prior research in Security Studies or related discipline.

HLSP 591 M.A. in Homeland Security Internship 3 Credits

The course is part of the capstone requirements of the M.A. in Homeland Security Policy. The course will have students complete an internship, self-evaluation and write a reflection paper outlining their experience working in a security related position.

HLSP 690 Research & Creative Expression 1-4 Credits

Life and Career Coaching Certificate

Program Overview

The Life and Career Coaching certificate program at Rider University is designed to meet the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education, Inc. (<http://www.cce-global.org/bcc>) Coaches are helping professionals who assist clients in achieving goals in areas such as life transitions, significant relationships, physical health, emotional well-being, career choices, and spirituality. Some coaches carve out a niche by working with business leaders as executive coaches. Coaches differ from other mental health professionals in that they do not work with clients with mental disorders.

Curriculum Overview

There are three pathways to completion of required coursework, depending on a student's educational and professional background. These pathways range from one to three courses.

Certificate Offered

- Board Certified Coach

Contact

Trevor Buser, Ph.D.

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Program Website: Life and Career Coaching (<http://www.rider.edu/academics/colleges-schools/claes/soe/graduate-programs/counseling-services/life-career>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Clinical Mental Health Counseling (M.A.) (p. 729)
- Organizational Leadership (p. 800)

Life and Career Coaching Certificate Requirements

There are three pathways to the Life and Career Coaching certificate in order to meet the educational requirements for certification, depending on a student's educational and professional background.

For students who hold a *bachelor's degree or a graduate degree in a field outside of social or behavioral science* (e.g. mathematics, biology), three courses are required.

(9 credits)

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 505	Vocational/Career Development	3

For students who hold a *master's degree in counseling or a doctoral degree in a social or behavioral science* (e.g. social work, education, health, or business), one course is required.

(3 credits)

Code	Title	Credits
COUN 501	Coaching Principles and Practices	3

For students who hold a *master's degree in a social or behavioral science other than counseling* (e.g. social work, education, health, or business), two courses are required.

(6 credits)

Code	Title	Credits
COUN 501	Coaching Principles and Practices	3
or CURR 501	Coaching Principles and Practices	

Choose one of the following electives: 3

COUN 504	Vocational/Career Development in Educational Settings
or CURR 504	Vocational/Career Development in Educational Settings
COUN 505	Vocational/Career Development
COUN 550	Counseling Techniques Laboratory

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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 501 Coaching Principles and Practices 3 Credits

The course covers core coaching competencies, including coaching screening and orientation, fundamental skills, assessment, approaches for organizations, and coaching ethics. The course meets all 30-hour educational requirements for certification as a Board Certified Coach (BCC) through the Center for Credentialing and Education and is required course for the 60-hour BCC educational requirements.

COUN 504 Vocational/Career Development in Educational Settings 3 Credits

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

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.

CURR 501 Coaching Principles and Practices 3 Credits

This course is an introduction to the profession of coaching for educators. It is designed to fulfill the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education (CCE). The CCE competencies for certification provide the basis for course material.

CURR 504 Vocational/Career Development in Educational Settings 3 Credits

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design for educators who work in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

Master of Accountancy (MAcc)

Program Overview

The Master of Accountancy develops technical skills and competencies for a successful career path and meets the 150 credit-hour requirements for CPA licensure. Students may choose to develop a career path in public accounting or in accounting for corporate, financial or governmental entities through elective course offerings.

Most full-time students enter the MAcc directly after completing their undergraduate degree and take sections of the CPA exam during their graduate studies. Most part-time students in the program are employed in professional or managerial positions and bring business experience to share. In addition, there are numerous internship opportunities for MAcc students.

Curriculum Overview

Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well. The program has earned the AACSB Accounting accreditation (https://www.aacsb.edu/accreditation/accredited-members/global-listing?F_Accreditation=Business&F_SchoolName=rider+university), the international standard of excellence in accounting and business education that is held by less than 3% of accounting programs worldwide.

Classes are offered in the evening, Monday through Thursday, with some afternoon and online sessions. All pre-required courses are offered during the fall, spring and summer semesters. Students can pursue the MAcc on a full or part-time basis.

Students may also select electives to concentrate in a particular area of interest, though concentrations are not required. This approach allows MAcc students to customize their degree.

Degree Offered

- Master of Accountancy

Contact

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Associate Professor and Chairperson

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Program Website: www.rider.edu/macc (<http://www.rider.edu/macc>)

Associated Department: Department of Accounting

Related Concentrations

- Business Analytics (p. 865)
- Finance (p. 865)
- Forensic Accounting (p. 865)
- International Business (p. 865)

Master of Accountancy Program Requirements

The MAcc program consists of 30 semester hours at the graduate level, (MAcc and PMBA only). At least 15 semester hours are in accounting courses and the remaining semester hours are to be taken as MBA or MAcc electives. Please refer to the MBA course descriptions for a listing of PMBA elective courses. MAcc students may elect to use both MAcc and MBA electives to create concentrations. See the "Concentration" section provided in this catalog. Required graduate accounting courses are offered each semester. Graduate accounting electives are typically offered on a three-semester rotational basis. Students may also be required to take an additional 25.5 credit hours of pre-program requirements based on their educational and professional experience.

(30 credits)

Code	Title	Credits
Upper Level Required Accounting Courses		
MAcc 650	Seminar in Federal Taxes	3
MAcc 652	Analysis of Accounting Data	3
MAcc 654	Issues in Financial Reporting	3
MAcc 656	Interntnl Dimensions of Acct	3
Elective Courses		
Students must take 18 credit hours of graduate business electives (MBA and MAcc) with at least one MAcc elective from those listed below.		18
MAcc 658	Govt & Not for Profit Acctng	
MAcc 662	Auditing Practice & Problems	
MAcc 663	Fraud and Forensic Accounting	
MAcc 664	Issues in Managerial Accountng	
MAcc 665	Fraud Detection and Deterrence	
MAcc 667	Business Valuations: Fundamentals, Techniques and Theory	
MAcc 670	Accounting Internship (requires prior approval of the Accounting Department Chairperson)	

MAcc 690	Special Topics: Entrp Risk Mgt
Total Credits	30

Note: Because Rider has earned AACSB Accounting accreditation, students who graduate with the MAcc degree are deemed to have met educational requirements to sit for the CPA exam in any state. We strongly encourage students planning to take the exam to consider the following elective courses: Business Law (PMBA 8491), Govt & Not for Profit Acctng (MAcc 658), Issues in Managerial Accounting (MAcc 664) and Auditing Practice & Problems (MAcc 662).

Preliminary Requirements

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 be eligible to 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 be eligible to waive the Business Core Requirements and the Accounting Core Requirements.

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

Business Core Requirements

7.5 credits (for students with a non-business undergraduate degree or outdated course work that does not meet the waiver requirements). See the communications requirement noted below.

Code	Title	Credits
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
Total Credits		7.5

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 60-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a “C” or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including Rider writing lab, online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

Accounting Core Requirements

18 credits (for non-accounting business undergraduate degree or course work that does not meet the waiver requirements)

Code	Title	Credits
ACC 302	Cost Management	3
ACC 310	Acct Theory & Concepts I	3
ACC 311	Acct Theory & Concepts II	3
ACC 400	Principles of Auditing	3
ACC 405	Acct Problems & Practice	3
ACC 410	Fund of Federal Taxation	3
Total Credits		18

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:

- If the student has graduated from an AACSB-accredited business program within five years prior to the semester admitted, and the student achieved a “B” or better in the equivalent course or sequence of courses.
- If the student has achieved a “B” or better in an equivalent undergraduate course (at an accredited four-year institution) or graduate course (at an AACSB-accredited university) within six years prior to the semester admitted.
- Based on a combination of education and work experience at the discretion of the Associate Dean of Graduate Programs.
- With the approval of the Associate Dean for 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 the first two conditions above, provided 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 Associate Dean for Graduate Programs within the first semester of the program.

The Rider MAcc is designed to be completed in one year by the student who has met all the prerequisite requirements with previous coursework in business and plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the Graduate Academic Coordinator, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MAcc 650	Seminar in Federal Taxes	3
MAcc 654	Issues in Financial Reporting	3
MAcc Elective*		3
MAcc or PMBA Elective*		3
Semester Credit Hours		12
Spring Semester		
MAcc 652	Analysis of Accounting Data	3
MAcc or PMBA Elective*		3
MAcc or PMBA Elective*		3
MAcc or PMBA Elective*		3
Semester Credit Hours		12
Summer Semester		
MAcc 656	International Dimensions of Accounting	3
MAcc or PMBA Elective*		3
Semester Credit Hours		6
Total Credit Hours for Graduation		30

* Students planning to take the CPA exam should consider the following elective courses:

- MAcc 662 Auditing Practice & Problems
- MAcc 658 Governmental and Not-for-Profit Accounting
- PMBA 8491 Business Law
- MAcc 664 Issues in Managerial Accounting

Students may also choose to earn a concentration by taking three of their electives in one of the following areas.

- Fraud and Forensic Accounting
- Business Analytics
- Global Business
- Finance

Courses and Descriptions

MACC 650 Seminar in Federal Taxes 3 Credits

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

Prerequisite(s): completion of ACC 410 Fundamentals of Federal Taxation.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

MACC 654 Issues in Financial Reporting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements.

MACC 656 International Dimensions of Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course applies to the Global Business concentration.

MACC 658 Governmental and Not-for-Profit Accounting 3 Credits

This course provides an in-depth study of the concepts, objectives and techniques of the evolving field of accounting for nonprofit institutions and organizations. Areas emphasized include municipal and state governmental units, hospitals, colleges and universities and service organizations. Problems, cases and selected readings are employed.

Prerequisite(s): completion of PMBA 8020 or Preliminary Accounting requirements.

MACC 662 Auditing Practice & Problems 3 Credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion.

Prerequisite(s): ACC 400 Principles of Auditing.

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 664 Issues in Managerial Accounting 3 Credits

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

Prerequisite(s): completion of ACC 302 Cost Management or PMBA 8220 Strategic Accounting for Managers; this course applies to the Corporate Accounting for Managers concentration.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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 668 Enterprise Risk Management 3 Credits

This course explores current issues and world-class practices of risk management at an organizational level. Emphasis will be placed on the overall risk management cycle of identifying, assessing, responding and managing strategic, reputational, financial and operational risks using contemporary risk management tools.

Prerequisites: ACC 302 or PMBA 8220.

MACC 670 Accounting Internship 3 Credits

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

MACC 690 Special Topics 3 Credits

The study of a timely topic that represents a dimension of business administration or accounting that not covered in a regular course. Such a topic may be offered by the Accounting Department. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Master of Business Administration (MBA)

Program Overview

In recent years, businesses have become more global in their outreach, increasingly driven by analytics in their decision making and progressively more entrepreneurial in their approach. These shifts in business have lead to a need for business professionals to regularly make decisions outside of their functional areas of operation and be better problem solvers and decisions makers who understand how their actions impact the entire organization and the competitive landscape. The Rider MBA program provides advanced preparation for successful participation in a rapidly changing world. Students are exposed to real-world situations that encourage them to question and analyze.

Curriculum Overview

The Rider MBA classes include prerequisite, core and elective classes. Depending on the background of the individual student, completion of the degree will require between 33 and 52.5 credits. The MBA program is accredited by the AACSB International (<http://www.aacsb.edu>) (Association for the Advancement of Collegiate Schools of Business), a distinction held by fewer than 4% of business programs worldwide

Classes are offered in the evening, Monday through Thursday, with some afternoon and online sessions. All prerequisite courses are offered during the fall, spring and summer semesters. Students can pursue the MBA on a full or part-time basis. Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well.

Students may also select electives to concentrate in a particular area of interest, though these concentrations are not required. This approach allows MBA students to customize their degree.

Degree Offered

- Master of Business Administration

Contact

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Program Website: www.rider.edu/mba (<http://www.rider.edu/macc>)

Related Concentrations

- Business Analytics (p. 865)
- Finance (p. 865)
- Forensic Accounting (p. 865)
- International Business (p. 865)

Program Requirements

Course Requirements

The MBA Program requires a core of 27 credit hours of Breadth course requirements and 6 credit hours of elective courses. Students may also be required to take up to an additional 19.5 credit hours of Pre-Program requirements based on their educational and work experience. A student must complete between 33 and 52.5 semester hours for the MBA, depending on the number of Pre-Program courses that are waived.

To enrich the MBA degree, students may take electives in the areas of global business, finance, computer information systems, management, entrepreneurship, business analytics, or forensic accounting.

Breadth Course Requirements

Code	Title	Credits
PMBA 8210	Information Technology Management	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8880	Strategic Management	3

Elective Courses

Students are required to complete 6 semester hours of electives to complete the program requirements.¹

Total Credits	33
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¹ Students pursuing a concentration as part of their degree will need to complete 9 semester hours of electives by taking an additional elective.

Pre-Program Requirements – Courses

(19.5 credits for non-business undergraduates or business undergraduates with outdated course work or course work that did not meet waiver standards)

Code	Title	Credits
PMBA 8000	Executive Communications	1.5
PMBA 8010	Information Technology Proficiency	1.5
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
PMBA 8050	Introduction to Calculus	1.5
PMBA 8051	Fund of Statistical Analysis	3
PMBA 8052	Models and Methods of Operations Mgt	1.5
PMBA 8060	Basic Marketing Principles	1.5
PMBA 8070	Management: Theory & Application	1.5

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 30-minute test in which students write a passage in response to a prompt.

The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a “C” or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

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:

- If the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student has achieved a “B” or better in the equivalent course or sequence of courses.
- If the student has achieved a “B” or better in an equivalent course (at an accredited four-year institution) or a graduate course within six years prior to the semester admitted.
- Based on a combination of previous education and work experience at the Associate Dean for Graduate Programs’ discretion.
- With the approval of the Associate Dean for Graduate Programs, students may take proficiency exams to test out of the pre-program 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 a 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 Associate Dean for Graduate Programs within the first semester of the program.

PMBA 8000 Executive Communications

All students in the MBA program are required to take the Executive Communications course, PMBA 8000 or take the waiver exam. The waiver 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.

MBA Breadth Course Waivers

It is possible for students to substitute an elective for an MBA Breadth course in the following situations, so as not to duplicate course work that may have been done as undergraduates:

- Students who graduated in the last five years as marketing majors and had at least a 3.0 in their marketing courses will not need to take PMBA 8260 Mkt Analysis & Decision Making. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years as accounting majors who graduated with at least a 3.0 in their accounting courses, will not need to take PMBA 8220 Strategic Accounting for Manager. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years with an undergraduate degree in Information Systems/Technology, Computer Science or Electrical Engineering with at least a 3.0 GPA in their major area courses and have at least five years professional experience in IS/IT and strategy, OR for students with a graduate degree in Information Systems/Technology, Computer Science or Electrical Engineering and over five years professional experience in IS/IT and strategy will not need to take PMBA 8210 Information Technology Management. In its place, students must take an elective from either the MBA or MAcc program.
- Students who graduated in the last five years as supply chain majors and had at least a 3.0 in their supply chain courses will not need to take PMBA 8250 Operations & Supply Chain Management. In its place, students must take an additional elective from the MBA or MAcc programs.

The Rider MBA is designed to be completed in one year by the student who has met all the prerequisite requirements with previous coursework in business and plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the Graduate Academic Coordinator, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
PMBA 8230	Managerial Economics	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
Semester Credit Hours		12
JTerm		
PMBA 8000	Executive Communications	1.5
Semester Credit Hours		1.5
Spring Semester		
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA or MAcc Elective		3
Semester Credit Hours		12
Summer Semester		
PMBA 8210	Information Technology Management	3

PMBA 8880 Strategic Management	3
PMBA or MAcc Elective	3
Semester Credit Hours	9
Total Credit Hours for Graduation	34.5

Course Descriptions

PMBA 8000 Executive Communications 1.5 Credits

This course will provide students with knowledge, skills, and techniques to further develop their presentation skills. This course, which is taught in a workshop style, challenges the students to improve their formal presentation skills, increase the impact of their presentations, and strengthen their confidence. Students will be introduced to different media tools that will support them in advancing their speaking and presentation skills.

PMBA 8010 Information Technology Proficiency 1.5 Credits

Computing proficiency requires understanding implications of advanced information technologies and the ability to successfully apply these technologies in an increasingly global society. This course will enable students to effectively use specific information systems tools (spreadsheet and database management) to begin to design applications for effective decision making.

PMBA 8020 Fundamentals of Accounting 3 Credits

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

PMBA 8030 Economic Analysis 3 Credits

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level. Topics include an analysis of markets, the nature and characteristics of producer behavior, the theory of pricing in competitive and non competitive markets, and their welfare effects. At the macro level, coverage of the economy in the short run deals with economic fluxuations, fiscal policy, and monetary policy. An examination of the economy in the long run covers factors effecting economic growth.

PMBA 8040 Basic Financial Principles 1.5 Credits

The central unifying theme of this course is valuation. Valuation is the basis for decisions in all major areas of finance. This course begins with a discussion of basic concepts including time value of money and its application for valuation of stocks and bonds and analysis of risk and return. Further application of valuation for capital investment projects made by a firm is explored by introducing the techniques of capital budgeting.

PMBA 8050 Introduction to Calculus 1.5 Credits

This course has been designed to prepare students for courses in the MBA program in which calculus is used. Topics include limits, derivatives, functions of two or more independent variables and maxima and minima in one and two independent variable(s).

PMBA 8051 Fundamentals of Statistical Analysis 3 Credits

Covers basic statistical techniques useful in business decision making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

Prerequisite(s): MSD 105 (or equivalent).

PMBA 8052 Models and Methods of Operations Management 1.5 Credits

This course provides students with some of the most frequently used quantitative tools necessary in analyzing and resolving issues and problems in managing service and/or manufacturing operations. These tools are required in PMBA 8250 Operations and Supply Chain Management, and may also be used in other PMBA courses such as Economic Analysis and Decision Making, and Business Intelligence.

PMBA 8060 Basic Marketing Principles 1.5 Credits

The purpose of this course is to provide students with an operational understanding of basic marketing principles and concepts. This will be done through interactive exercises and discussions based both on primary source and textbook readings as well as discussions and critical examinations of current marketing practices in companies and industries of interest to the students. Topics covered include environmental analysis, target marketing, product and service strategy, integrated marketing communications, channels of distribution, pricing practices, and the interface between marketing and corporate strategic planning.

PMBA 8070 Management: Theory & Application 1.5 Credits

A foundation course that provides an introduction to the theory and practice of management. The management functions of planning, organizing, leading, and controlling provide an organizing framework for examining current management challenges (e.g. globalization, ethics, diversity, and multidimensional organizational structures).

PMBA 8210 Information Technology Management 3 Credits

This course introduces the theory and practice of Information and Communication technologies deployment in organizations. This includes planning, analysis, design, and implementation of computer-based management information systems (MIS). The course emphasizes an understanding of emergent cutting-edge technological phenomena and the effect of information systems on the practice of management.

Prerequisite(s): Completion of PMBA 8010.

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8230 Managerial Economics 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8250 Operations & Supply Chain Management 3 Credits

This course provides MBA students with the current knowledge and practice of operations and global supply chain management. Supply chain management has become one of the most important and talked about topics in business in recent years. Many companies have realized that they can reduce their costs, increase profits, and increase customer satisfaction by improving their supply chain practices. It is also evident that most supply chains extend beyond the borders on the U.S., and consequently, have global components and challenges. This course is designed to prepare students to meet operations and supply chain related challenges in their careers.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8260 Mkt Analysis & Decision Making 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8270 Adv. Organizational Behavior 3 Credits

A study of key individual, group, and organizational processes. At the individual level, the focus is on different personalities, job attitudes, and work motivation. The implication of individual factors is then considered in a team context focusing on the processes of communication, influence, conflict, and leadership. Finally, we examine the impact of organizational culture and change on workplace behavior. In order to integrate the individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8303 International Business Study Tour 3 Credits

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

in our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8319 Selected Topics in CIS 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8321 Managerial Taxation and Strategy 3 Credits

This course is designed for students who are embarking on (or already in) careers in investment banking, corporate finance, strategy consulting, money management, or venture capital. The focus of the course comes from integrating the tax law with the fundamentals of corporate finance and microeconomics.

Prerequisite(s): PMBA 8020.

PMBA 8324 Financial Accounting & Report 3 Credits

Focus is on analysis and evaluation of alternative accounting methods and the relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet research. Cases demonstrating financial reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process.

Prerequisite(s): PMBA 8020 and PMBA 8040.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8347 Portfolio Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8348 Fixed Income Securities and Alternative Investments 3 Credits

This is an introductory course in fixed income securities and alternative investments. The first part of the course covers the markets for fixed income securities and their derivatives. Valuation of these securities and determination of the risk inherent in these securities are discussed. Methods for managing that risk, such as hedging and credit derivatives, are also discussed. The second part of the course covers a variety of alternative investments, including real estate funds, venture capital, hedge funds, and commodities. Valuation of these investments and determination of their risk are discussed. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8349 Personal Financial Planning 3 Credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8365 International Marketing Management 3 Credits

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8369 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): Completion of PMBA 8060.

PMBA 8371 Human Resource Management 3 Credits

This course is an introduction to the field of human resource management (HRM). The goal is to provide students with an understanding of current corporate HR practices. Common HR problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as strategic HR planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches include discussions, case studies, exercises, small group activities, and lectures.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8372 Management Skills 3 Credits

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

Prerequisite(s): Completion of MBA pre- program courses.

PMBA 8375 International Management 3 Credits

This course focuses on the complexities of working and managing in a global business environment. Emphasis is placed on cross-cultural awareness, international communication, and negotiations. Students will explore the effect of culture on organizational behavior, managerial decision making, and global leadership. This course applies to the Global Business concentration.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8383 Entrepreneurship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8384 Consulting for New and Small Ventures 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of instructor.

PMBA 8385 New Venture Launch 3 Credits

Students will start and run a new venture while under the supervision and guidance of faculty. Students will take a business plan they have developed and execute it. This is an opportunity to experience the launch process and learn hands-on how to adapt to the marketplace. Some businesses started in this class may also be eligible to receive venture funding from Rider.

PMBA 8386 Green Entrepreneurship 3 Credits

This course is both a traditionally academic graduate course and a practical, case study based, business development course. Lectures will present the scientific, technical, financial, and business underpinnings required to understand the rationale for and the range of solutions possible that businesses can utilize when initiating or developing sustainable practices or new entrepreneurs can consider as they develop new businesses. Students will be learning about real business examples and discussing how the technical aspects of sustainability interact with the more practical and immediate demands of running a business – making a profit and maintaining positive cash flow while acting ethically.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

PMBA 8880 Strategic Management 3 Credits

This course provides an understanding of the strategic management process. Students will analyze and discuss concepts and cases 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.

Prerequisite(s): All other MBA breadth courses.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

PMBA 8905 Internship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of the Associate Dean of Graduate Programs.

PMBA 8906 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8907 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8908 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

P MBA 8909 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

Online Master of Accountancy (OL MACC)

Program Overview

The Online Master of Accountancy (MAcc) is designed for working professionals with a background in accounting who seek advanced credentials and education for CPA or other professional licensures but want the flexibility and convenience of an online program. The Online MAcc program offers the same course work as the in-person MAcc program, with which it shares the prestigious AACSB Accounting accreditation, the international standard of excellence in accounting and business education. The accounting faculty who teach in the program publish research in top accounting publications and are actively involved in the professional community.

Curriculum Overview

The Online MAcc program enhances the knowledge and skills required of accounting professionals while meeting the educational requirements for CPA licensure. Students have the option to complete the program in one of two ways:

1. Cohort Program: The cohort program begins each fall and follows a prescribed course progression that finishes the MAcc in 16 months. This option provides the added benefits of no tuition increases while in the program and guaranteed placement in classes each semester.
2. Flexible Program: The flexible program allows you to come into the Online MAcc in fall, spring or summer and go at your own pace on a part-time basis. The benefit of this option is that it lets you tailor the program to fit with your life commitments.

Acceptance into the online program assumes that students have mastered the basic foundation of accounting at the undergraduate level. In addition to four required courses, the MAcc requires the completion of six electives, which include the courses for a concentration in forensic accounting as well as a CPA track. There is a required online orientation before a student can begin in the program.

Course work and connections with fellow students and faculty are facilitated through our user friendly technology platform. Students also have access to the MAcc resource center including webinars from leading accounting professionals on matters in the profession and CPA licensure.

Degree Offered

- MAcc Master of Accountancy

Contact

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Program website www.rider.edu/cba (<http://www.rider.edu/cba>)

Associated Department: Business Administration

Related programs

- Executive MBA (p. 832)
- Master of Business Administration (p. 785)

Online MAcc Program Requirements

The Online MAcc program is designed for students who have completed an undergraduate accounting major or have completed a series of both business and accounting prerequisite courses as part of an undergraduate/graduate program or independently at a four year university. The program consists of 30 semester hours at the graduate level and can be completed in either a structured, 16-month, cohort-based program with students following a set course schedule or on a flexible basis with students taking the online courses at their own pace.

For students who do not have an undergraduate degree in accounting or business the following courses must be taken prior to enrolling in the online MAcc.

Business Core Requirement Courses

- Macroeconomics and Microeconomics (6 Undergraduate Credits)
- Basic Financial Principles (3 Undergraduate Credits)
- General Accounting and Managerial Accounting (6 Undergraduate Credits)

Accounting Core Requirement Courses

- Intermediate Accounting I & II (6 Credits)
- Advanced Accounting (3 Credits)
- Cost Accounting (3 Credits)
- Federal Taxation (3 Credits)
- Auditing (3 Credits)

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 30-minute test in which students write a passage in response to a prompt.
The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a “C” or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

MAcc and Online MAcc–Waiver of Courses

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

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

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

Plan of Study for a Fall Start in the Online MAcc

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each

student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MACC 650	Seminar in Federal Taxes	3
MACC 662	Auditing Practice & Problems	3
Semester Credit Hours		6
JTerm		
PMBA 8491	Business Law	3
Semester Credit Hours		3
Spring Semester		
MACC 654	Issues in Financial Reporting	3
MACC 665	Fraud Detection and Deterrence	3
Semester Credit Hours		6
Summer Semester		
MACC 652	Analysis of Accounting Data	3
MACC 664	Issues in Managerial Accounting	3
MACC 663	Fraud and Forensic Accounting	3
Semester Credit Hours		9
Year 2		
Fall Semester		
MACC 656	International Dimensions of Accounting	3
Choose one of the following:		3
MACC 667	Business Valuations: Fundamentals, Techniques and Theory	
PMBA 8312	Business Intelligence Tech-Data Mining	
Semester Credit Hours		6
Total Credit Hours for Graduation		30

MACC 650 Seminar in Federal Taxes 3 Credits

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

Prerequisite(s): completion of ACC 410 Fundamentals of Federal Taxation.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

MACC 654 Issues in Financial Reporting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements.

MACC 662 Auditing Practice & Problems 3 Credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion.

Prerequisite(s): ACC 400 Principles of Auditing.

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 664 Issues in Managerial Accounting 3 Credits

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

Prerequisite(s): completion of ACC 302 Cost Management or PMBA 8220 Strategic Accounting for Managers; this course applies to the Corporate Accounting for Managers concentration.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

Online MBA

Program Overview

The Rider Online MBA program is designed to offer flexibility, convenience, and value to students preparing for advanced careers as decision makers in a rapidly changing world. Students are provided with a broad understanding of overall business concepts and operations, moving from a "one-dimensional" focus to one that mirrors the complexity of today's business enterprise. By utilizing the case study approach to analyze real-world situations, students are encouraged to question, apply business knowledge and develop informed decisions.

This program is accredited by the AACSB International (<http://www.aacsb.edu>) (Association for the Advancement of Collegiate Schools of Business), a distinction held by fewer than 4% of business programs worldwide.

Curriculum Overview

The Rider Online MBA classes include prerequisite, breadth and elective classes that provide the same knowledge and experience as in-person MBA courses. Depending on the background of the individual student, selected prerequisite courses may be waived, leaving students with between 33 and 52.5 credits to complete the degree. Starting in fall, spring or summer semesters, students may complete the MBA on a full-time basis in as few as 12 months or on a part-time basis in as few as 24 months. Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well. There is a required online orientation before a student can begin in the program.

To enrich the MBA degree, students may take electives in the areas of global business, finance, computer information systems, management, entrepreneurship, business analytics, or forensic accounting.

Degree Offered

- MBA Master of Business Administration

Contact

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Program website www.rider.edu/mba (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-business-programs/online-mba-master-of-business-administration>)

Associated Department: Business Administration (<https://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-programs>)

Related programs

- Executive MBA (p. 832)
- Master of Accountancy (p. 781)
- Master of Science in Corporate Finance (<https://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-programs/ms-corporate-finance>)

Online MBA Program Requirements

(33 credits)

The Online MBA Program requires a core of 27 credit hours of breadth course requirements and six (6) credit hours of elective courses. Students may also be required to take up to an additional 19.5 credit hours of pre-program requirements based on their educational and work experience. To enrich the MBA degree, students may take electives in the areas of global business, finance, computer information systems, management, entrepreneurship, business analytics, or forensic accounting.

Breadth Course Requirements

Code	Title	Credits
PMBA 8210	Information Technology Management	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8880	Strategic Management	3
Elective Courses		

Students are required to complete 6 semester hours of electives to complete the program requirements.¹

Total Credits 33

¹ Students pursuing a concentration as part of their degree will need to complete 9 semester hours of electives by taking an additional elective.

Pre-Program Requirements

(19.5 credits for non-business undergraduates or business undergraduates with outdated course work or course work that did not meet waiver standards)

Code	Title	Credits
PMBA 8000	Executive Communications	1.5
PMBA 8010	Information Technology Proficiency	1.5
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
PMBA 8050	Introduction to Calculus	1.5
PMBA 8051	Fund of Statistical Analysis	3
PMBA 8052	Models and Methods of Operations Mgt	1.5
PMBA 8060	Basic Marketing Principles	1.5
PMBA 8070	Management: Theory & Application	1.5

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 30-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

1. Complete a business/workplace writing course at a U.S. accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
2. Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including Rider writing lab, online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or

elective courses in the graduate business program until the requirement is satisfied; s/he may continue to enroll in pre-program courses.

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

Waiver of Pre-Program Courses

A waiver of a course from pre-program requirements may be granted under the following conditions:

- If the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student has achieved a “B” or better in the equivalent course or sequence of courses.
- If the student has achieved a “B” or better in an equivalent course (at an accredited four-year institution) or a graduate course within six years prior to the semester admitted.
- Based on a combination of previous education and work experience at the Associate Dean for Graduate Programs’ discretion.
- With the approval of the Associate Dean for Graduate Programs, students may take proficiency exams to test out of the pre-program 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 a proficiency exam once, on one of 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 Associate Dean for Graduate Programs within the first semester of the program.

PMBA 8000 - Executive Communications

All students in the MBA program are required to take the Executive Communications course, PMBA 8000 or take the waiver exam. The waiver exam is offered two times each academic year. Students graded as proficient on their speaking and presentation skills will have PMBA 8000 waived, although they may choose to take the course for their professional development. Students must complete this requirement within one year of their entering semester.

MBA Breadth Course Waivers

It is possible for students to substitute an elective for an MBA Breadth course in the following situations, so as not to duplicate course work that may have been done as undergraduates:

- Students who graduated in the last five years as marketing majors and had at least a 3.0 in their marketing courses will not need to take PMBA 8260. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years as accounting majors with at least a 3.0 in their accounting courses will not need to take PMBA 8220. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years with an undergraduate degree in Information Systems/Technology, Computer Science or Electrical Engineering with at least a 3.0 GPA in their major area courses and have at least five years professional experience in IS/IT and strategy, OR for students with a graduate degree in Information Systems/Technology, Computer Science or Electrical Engineering and over five years professional experience in IS/IT and strategy, will not

need to take PMBA 8210. In its place, students must take an elective from either the MBA or MAcc program.

Academic Plan of Study

The Rider Online MBA is designed to be completed in one year by the student who has met all the prerequisite requirements with previous coursework in business and who plans to attend the program on a full-time basis. The following educational plan is provided as a sample only.

Not all students will follow this plan. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
PMBA 8210	Information Technology Management	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8260	Mkt Analysis & Decision Making	3
Elective		3
Semester Credit Hours		12
JTerm		
PMBA 8000	Executive Communications	1.5
Semester Credit Hours		1.5
Spring Semester		
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
Semester Credit Hours		12
Summer Semester		
PMBA 8880	Strategic Management	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA or MAcc Elective		3
Semester Credit Hours		9
Total Credit Hours for Graduation		34.5

PMBA 8210 Information Technology Management 3 Credits

This course introduces the theory and practice of Information and Communication technologies deployment in organizations. This includes planning, analysis, design, and implementation of computer-based management information systems (MIS). The course emphasizes an understanding of emergent cutting-edge technological phenomena and the effect of information systems on the practice of management.

Prerequisite(s): Completion of PMBA 8010.

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8230 Managerial Economics 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8250 Operations & Supply Chain Management 3 Credits

This course provides MBA students with the current knowledge and practice of operations and global supply chain management. Supply chain management has become one of the most important and talked about topics in business in recent years. Many companies have realized that they can reduce their costs, increase profits, and increase customer satisfaction by improving their supply chain practices. It is also evident that most supply chains extend beyond the borders on the U.S., and consequently, have global components and challenges. This course is designed to prepare students to meet operations and supply chain related challenges in their careers.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8260 Mkt Analysis & Decision Making 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8270 Adv. Organizational Behavior 3 Credits

A study of key individual, group, and organizational processes. At the individual level, the focus is on different personalities, job attitudes, and work motivation. The implication of individual factors is then considered in a team context focusing on the processes of communication, influence, conflict, and leadership. Finally, we examine the impact of organizational culture and change on workplace behavior. In order to integrate the individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8303 International Business Study Tour 3 Credits

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

in our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

PMBA 8315 Globalization and Technology 3 Credits

The emergence and growth of the global economy constitutes an epochal shift in the organization of the world. Technology has been a key component in the production and acceleration of these phenomena. This course introduces students to the latest theoretical and empirical literature on globalization as shaped by technology. This course applies to the Information Systems and Global Business concentrations. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8319 Selected Topics in CIS 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8347 Portfolio Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8349 Personal Financial Planning 3 Credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8365 International Marketing Management 3 Credits

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8371 Human Resource Management 3 Credits

This course is an introduction to the field of human resource management (HRM). The goal is to provide students with an understanding of current corporate HR practices. Common HR problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as strategic HR planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches include discussions, case studies, exercises, small group activities, and lectures.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8372 Management Skills 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8383 Entrepreneurship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8384 Consulting for New and Small Ventures 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of instructor.

PMBA 8386 Green Entrepreneurship 3 Credits

This course is both a traditionally academic graduate course and a practical, case study based, business development course. Lectures will present the scientific, technical, financial, and business underpinnings required to understand the rationale for and the range of solutions possible that businesses can utilize when initiating or developing sustainable practices or new entrepreneurs can consider as they develop new businesses. Students will be learning about real business examples and discussing how the technical aspects of sustainability interact with the more practical and immediate demands of running a business – making a profit and maintaining positive cash flow while acting ethically.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

PMBA 8880 Strategic Management 3 Credits

This course provides an understanding of the strategic management process. Students will analyze and discuss concepts and cases 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.

Prerequisite(s): All other MBA breadth courses.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

PMBA 8905 Internship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of the Associate Dean of Graduate Programs.

PMBA 8906 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

Organizational Leadership

Program Overview

The Master of Arts (M.A.) in Organizational Leadership program will enhance students' leadership, supervisory, and administrative skills. Students learn how to be more effective, strategic, and creative in complex organizational settings — and graduate with a vision of leadership, values to guide their decisions, and the knowledge to transform vision into a reality.

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, approaches to change management, ability to motivate and empower others, and aptitude to communicate effectively and persuasively. Through a concentration of courses, students will apply the concepts of leadership as they pertain to the advanced study of another academic discipline.

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

- develop a personal leadership philosophy and approach to ethical leadership practice;
- understand approaches to leadership practice;
- communicate, interact, and engage effectively with a diverse workforce;
- facilitate major leadership processes;
- lead organizations in a changing landscape; and
- be proficient in enhancing human and organizational performance.

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:

- Higher Education Leadership
- Developing People and Organizations
- Leadership in Counseling-Related Services
- Life and Career Coaching

Curriculum Overview

Students' broad understanding of leadership and organizations is accomplished through the study of the program's core courses.

Developing an effective leadership practice takes self-knowledge, knowledge of others, financial and strategic acumen, a grasp of contextual forces and organizational dynamics, and a rigorous approach to making decisions and solving problems creatively.

In addition to the study of organizations, students pursue deep study of focal areas. One area is higher education administration and the unique opportunities of academia, particularly from a student learning and development perspective. Students become more aware of the history and processes involved in executing higher education missions.

Another area is the field of organizational development, with an emphasis on enhancing organizations through knowledge of contemporary issues, the development of individuals and the cultivation of organizational change. Students become more adept at creating and delivering initiatives for improved effectiveness in teams and organizations.

A third curriculum area is the study of human services from the point of view of those in the helping professions. Acquiring knowledge of the

foundations of counseling and mental health enables students to gain greater awareness of how human services organizations and agencies fulfill their promise to clients.

A fourth area is in the area of life and career coaching. Students gain understanding of organization members from the perspective of human growth and development and gain skills in forming coaching relationships for the purpose of aiding others in areas such as life transitions, career choices and work/life balance.

Forms of Study

Students take their core courses in an online or hybrid format. Depending on their chosen concentration, they will complete their 30 credit degree in one of two ways. They will complete their studies entirely online, or with a set of classroom, online or hybrid courses. The fully online MA in Organizational Leadership is composed of the 6 core courses (18 credits) and 4 courses in the Developing People and Organizations concentration (12 credits).

Degree Offered

- M.A. in Organizational Leadership

Contact

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Program Website: Organizational Leadership (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/leadership-programs/graduate-programs-organizational-leaders>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Developing People and Organizations Certificate (p. 745)
- Higher Education Certificate (p. 773)

Program Requirements

(30 credits)

Group I - Core Courses (18 credits)

Group II - Concentration Courses (12 credits)

Organizational Leadership (M.A.)

- Comply with the general requirements concerning graduate study at the master's degree level.
- Enroll in graduate study at Rider for no fewer than two academic semesters or the equivalent thereof.
- Complete at least 30 credits of graduate study.
- Successfully pass a culminating experience and related written requirements.
- Maintain a GPA of "B" (3.0) or better for work submitted for the master's degree.

- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education, Leadership, and Counseling.

Group I - Core Courses - Required

Code	Title	Credits
LEAD 500	The Practice of Leadership	3
LEAD 510	Organizations: Design and Dynamics	3
LEAD 531	Developing The Human Side of Organizations	3
LEAD 540	Strategic and Financial Decision-Making in Organizations	3
LEAD 550	Organizational Research	3
LEAD 598	Project Seminar in Leadership	3
Total Credits		18

Group II - Concentration Courses

Students will be expected to meet the requirements for any one of the four concentrations outlined below.

Developing People and Organizations

Program Goal: Prepare graduates to be strategic professionals who work effectively through others, particularly in the area of organization and human development. This concentration helps students to understand broad organizational concepts that apply to private and non-profit sectors. Students build conceptual understanding and explore connections to applied settings.

Code	Title	Credits
Must take four courses:		12
Select at least two of the following:		
LEAD 511	Facilitating Culture and Process Change in Organizations	
LEAD 512	Forms of Diversity in Organizations	
LEAD 532	Program Design for Training and Development in Organizations	
LEAD 533	Conflict and Crisis Resolution in Organizations	
LEAD 534	Team Effectiveness and Creativity in Organizations	
May take up to two from the following:		
COUN 505	Vocational/Career Development	
COUN 520	Multicultural Counseling and Relationship Development	
COUN 535	Holistic Wellness Counseling	
Total Credits		12

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.

Code	Title	Credits
EDUC 525	The Higher Education Organization	3
EDUC 530	Student Affairs & Experiences in Higher Education	3
EDUC 535	Legal and Ethical Issues in Higher Education	3

EDUC 540	Leading Operations, Change and Assessment in Higher Education	3
Total Credits		12

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.

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
Select two of the following:		6
COUN 505	Vocational/Career Development	
COUN 515	Substance Abuse Counseling	
COUN 520	Multicultural Counseling and Relationship Development	
COUN 508	Foundations of Clinical Mental Health Counseling	
COUN 535	Holistic Wellness Counseling	
CNPY 514	Psychopathology	
CNPY 502	Theories of Counseling and Helping Professions	
Total Credits		12

Life and Career Coaching

Program Goal: Prepare graduates to form mentoring and coaching relationships in order to aid others in achieving goals in areas such as life transitions, career choices and work/life balance.

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 505	Vocational/Career Development	3
In addition, take one from the following list:		3
LEAD 511	Facilitating Culture and Process Change in Organizations	
LEAD 512	Forms of Diversity in Organizations	
LEAD 532	Program Design for Training and Development in Organizations	
LEAD 533	Conflict and Crisis Resolution in Organizations	
LEAD 534	Team Effectiveness and Creativity in Organizations	
Total Credits		12

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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.

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

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

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 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 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 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.

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

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 a 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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

LEAD 500 The Practice of Leadership 3 Credits

This course allows students to gain an understanding of the practice of leadership and how they can develop as leaders. Students will explore leadership models, creativity in organizations, and approaches to decision making as they begin to form their own leadership philosophy.

LEAD 510 Organizations: Design and Dynamics 3 Credits

This course will provide students with foundational knowledge in the area of organization studies. Students will gain insight into organizational structure and how it affects interdepartmental behaviors, communication and work flow. The course emphasizes how organizational environment and culture generate and reinforce the way organizational systems work and how leaders operate within these organizational contexts.

LEAD 511 Facilitating Culture and Process Change in Organizations 3 Credits

Organizational culture and existing processes can enable productive and effective environments, or they can be barriers to carrying out the central missions of corporations, not-for-profits, governmental or educational institutions. For organizations to thrive and survive in the future they must be able to change and develop rapidly. This course provides a working knowledge of the key theories and practices necessary to be an effective change agent. Students develop skills in diagnosis, design of interventions and strategies for communicating change.

Prerequisite(s): LEAD 510 or concurrent with LEAD 510.

LEAD 512 Forms of Diversity in Organizations 3 Credits

Increasingly, leaders and employees are part of a more diverse, multiethnic and globally influenced workforce. Students will become more conversant with forms of diversity, such as different cultural traditions, as well as differences in generational sensibilities, ableness, gender, and level of adult development. Students will learn about the different "worldviews" which organizational members bring into the organization, and how that affects their ability to work together. The course develops students' knowledge of and skills in practicing: principles for optimizing human performance in organizations, cultural intelligence, human diversity, and leading multicultural organizations.

LEAD 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(s): LEAD 500 or concurrent with LEAD 500.

LEAD 531 Developing The Human Side of Organizations 3 Credits

This course examines Strategic Human Resources Management (SHRM) within today's organizations, and is designed to provide students with a comprehensive understanding of SHRM practices from a systemic and strategic perspective. Students learn approaches leaders use to recruit, select, evaluate, and develop employees and strategies to create a positive work environment.

LEAD 532 Program Design for Training and Development in Organizations 3 Credits

This course provides a full circle approach to workforce training and development that is applicable to professionals in human resources, organizational development, or other leaders who see themselves as trainers, mentors and coaches. The course is designed for students to explore "real world" applications for programs, services and operations in a training environment, and covers key principles such as adult learning theory, facilitation skills, curriculum development, needs assessment, training methodology and techniques, resources and constraints, as well as learning how to evaluate and improve the efficacy of training programs.

LEAD 533 Conflict and Crisis Resolution in Organizations 3 Credits

Leaders face conflict and crisis in their organizations. Being effective in their resolution is an important leadership attribute. Skills that support positive and integrative outcomes include mediation, negotiation and crisis resolution skills. This course will use multiple case studies and role-playing assignments to engage students in understanding how individuals and teams handle mediation and negotiation scenarios. The course will also use multiple case studies to enhance students' understanding of the components of effective and ineffective leadership for crisis.

LEAD 534 Facilitation and Team Leadership 3 Credits

This course examines the characteristics and behaviors of teams that produce good results and/or generate new ideas. The focus of the course is on how to lead high functioning teams and the development of facilitation capabilities, so that students can effectively lead teams and organizations.

LEAD 540 Strategic and Financial Decision-Making in Organizations 3 Credits

This course explores the importance of information and financial resources within the culture of organizations, and the necessary relationship that exists between the two. The course draws on current literature and student experience to explore resource management and focuses on the effective use of information resources within the boundaries defined by financial realities. The relationship between data analyses and effective decision-making will be explored.

Prerequisite(s): 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(s): LEAD 500 or concurrent with LEAD 500.

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. Reflecting upon their own leadership philosophy developed throughout the program, students will formulate, research, and write a leadership capstone paper. The project integrates the competencies and concepts from the core courses as students use research strategies to analyze an organizational problem. Class sessions will also be used for exercises and the practice of skills.

Prerequisite(s): Must be taken in last semester of study. Permission of Instructor required.

Principal Certificate

Program Overview

The Principal certificate in Educational Leadership is a sequence option designed for candidates who aspire to obtain school leadership positions as a director, assistant principal or principal.

Curriculum Overview

Candidates have completed a master's degree and hold New Jersey certification as a supervisor. A second course in leadership (EDAD 592) 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, EDAD 592) concludes the program. Candidates will complete a year-long (300 hours) internship along with a "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.

Certificate Offered

- Principal Certificate

Contact

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Program Website: Principal Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/principal-certificate>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs>)

Related Programs

- M.A. in Education Leadership (p. 754)
- M.A. Teacher Leadership (p. 817)
- Supervisor of Instruction Certificate (p. 816)

Principal Certificate Requirements

(21 Credits)

Code	Title	Credits
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 591	Seminar/Practicum in Education Leadership	3
EDAD 592	Seminar/Practicum in Educational Leadership	3
Total Credits		21

Courses and Descriptions

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 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 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(s): EDAD 505.

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(s): EDAD 501.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDAD 591 Seminar/Practicum in Education 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(s): EDAD 591.

Reading Specialist Endorsement

Program Overview

The Reading Specialist endorsement is designed for educators who have an earned master's degree in education or a related field and are interested in becoming a reading or literacy specialist in a pre-K-12 school.

Curriculum Overview

In order for candidates to be eligible for the Reading Specialist endorsement they must complete four graduate level literacy courses at Rider University. These include:

LITR 501 Psychology and Pedagogy of Literacy Processes

LITR 502 Curriculum, Instruction and Supervision in Literacy

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum

One Graduate Level Literacy Elective

Candidates must also show evidence of at least 18 credits of graduate study across three areas selected from the list below. These areas of study will come from the state approved graduate courses offered in the College of Education and Human Services at Rider University or a candidate's master's degree program at other institutions. These include:

- Children's or Adolescent Literature
- Measurement
- Organization of Reading Programs
- Psychology
- Staff Supervision
- Linguistics
- Special Education
- Research
- Foundations of Education

Certificate Offered

- Reading Specialist

Contact

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Program Website: Graduate Level Literacy Concentration (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders/literacy-concentration>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Educational Leadership (p. 754)
- Teacher Leadership (p. 817)
- Supervisor of Instruction (p. 816)
- Special Education (p. 811)

Reading Specialist Endorsement Program Requirements

(12 credits)

Code	Title	Credits
Required Courses		
LITR 501	Psychology and Pedagogy of Literacy Processes	3
LITR 502	Curriculum, Instruction and Supervision in Literacy	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum	3
Electives (select at least one course) ¹		3
LITR 500	Multimodal Teaching and Learning	
LITR 508	Literacy and the Bilingual/Bicultural Child	

LITR 510	Research and Survey of Texts for Children and Adolescents
LITR 560	Writing Project @ Rider
LITR 600	Independent Research and Study in Literacy Education

Total Credits 12

Note:

- Candidates must have completed at least two years of teaching by program completion.

¹ Additional graduate courses with a literacy focus may be counted towards the elective requirement for the endorsement with prior approval from the coordinator.

Courses and Descriptions

Note: Additional graduate courses with a literacy focus may be counted towards the elective requirement for the endorsement with prior approval from the coordinator.

LITR 500 Multimodal Teaching and Learning 3 Credits

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century and how it is influencing children's literacy development and the work of educators. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid/online course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for children's literacy development as well our own work as educators.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

LITR 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.

LITR 510 Research and Survey of Texts for Children and Adolescents 3 Credits

This course surveys developmental trends in texts for children and adolescents. Students will become knowledgeable about the theoretical and practical aspects of the study of the texts (both digital and print) available for youth and adolescents. Candidates will explore their own assumptions about text and the relationship to literacy development. Course participants will explore strategies for integrating print and non-print texts into the school curricula in ways that support youth and adolescent literacy development.

LITR 560 Writing Project at Rider 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.

LITR 600 Independent Research and Study in Literacy Education 1-3 Credits

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

School Psychology, Educational Specialist

Program Overview

Rider University offers one of the region's finest school psychology programs. It is one of only seven specialist-level programs in New Jersey to hold full accreditation from the National Association of School Psychologists (NASP) (<http://www.nasponline.org>). This program is designed for students seeking national certification as a school psychologist.

Making a Difference in the Lives of Children

Across the country, there is a growing need for specially trained school psychologists who can work with students, teachers, families and other professionals to promote safe and supportive learning environments. They play an increasingly important role in helping children succeed — and thrive — academically, socially and behaviorally.

Highlights

- Rider's 64-credit Educational Specialist degree is a graduate-level program that typically takes three years of full-time study to complete.
- This program follows a cohort model in which students take classes together in a group, or team. Each cohort begins in the fall.
- Students develop and apply skills through fieldwork that complements coursework, starting with their first semester. Each student is expected to complete a 100-hour practicum each semester during the first two years.
- During the third year, students complete a one-year professional internship (1,200 hours) in a school setting where they perform the role and function of a professional school psychologist. Students

- have the option of completing this internship at an approved site setting anywhere in the country.
- In addition to New Jersey, the program meets requirements for certification in other states, including Pennsylvania and New York.
 - Graduates of the program are eligible for national certification as a school psychologist after earning a passing score on the School Psychology Praxis.

Curriculum Overview

Rider University's School Psychology program will prepare students to become a productive and vital member of the school team through a highly-structured, developmental curriculum that builds on coursework and hands-on experience.

Students will learn to:

- effectively assess children’s skills and abilities, including diverse learning needs;
- assess emotional and behavioral needs;
- apply effective social-emotional and academic interventions;
- plan appropriate Individualized Education Programs for students with disabilities;
- evaluate the effectiveness of prevention and intervention programs;
- consult with parents, administrators and teachers.

The program emphasizes problem solving and data-based decision making aimed at improving the educational and mental health of children and adolescents. Rider’s innovative program provides a blend of traditional and contemporary school psychology training, including psychological assessment, response to intervention, consultation, positive behavior support, counseling and curriculum-based measurement. And, students learn to work sensitively with people from diverse cultural and individual backgrounds.

Degree Offered

- Ed.S. in School Psychology

Contact

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Program Website: S (<http://www.rider.edu/schoolpsych>)chool Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/school-psychology-program>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Counseling Services (M.A.) (School Counseling Concentration) (p. 736)
- Clinical Mental Health Counseling (p. 729)
- Director of School Counseling Services Certificate (p. 746)
- Life and Career Coaching Certificate (p. 780)

School Psychology Educational Specialist Program Requirements

- 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 August 31st of each year.
- 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.
- Completion of 64 graduate credits with a minimum GPA of 3.3.
- Take the Praxis Subject Assessments (formerly the Praxis II tests) test in school psychology during the first semester of internship, EDPS 590 Internship in School Psychology I and furnish a copy of the score to the school psychology program director.

Course Requirements for an Ed.S. in School Psychology

(64 total credits)

Foundations of Education and Human Behavior

(21 credits)

Code	Title	Credits
Educational Foundations		
EDSO 510	Sociological and Cultural Foundations of Education	3
EDAD 501	Educational Leadership and Organizational Theory	3
EDPS 508	Cognitive Processes and Learning	3
Human Behavior and Development		
EDPS 502	Psychological Development of the Child and Adolescent	3
or EDPS 503	Human Growth and Development	
EDPS 535	Biological Basis of Behavior	3
EDPS 538	Developmental Child Psychopathology	3
SPED 514	Positive Behavior Support	3
Total Credits		21

Professional Core: School Psychology Practice

(37 credits)

Code	Title	Credits
Assessment and Intervention		
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: Psychoeducational Assessment and Report Writing	3
EDPS 510	Assesment & Intervention IV: Behavioral and Social-Emotional Needs	3

EDPS 570	Advanced Interventions for Children, Adolescents and Families	3
EDPS 581	Practicum in Psychoeducational Assessment and Report Writing	1
EDPS 582	Practicum in the Assessment of Behavioral and Social-Emotional Needs	1
EDPS 584	Practicum in Curriculum-Based Measures	1
Consultation		
CNPY 515	Consultation in School and Agency Settings	3
EDPS 583	Practicum in Consultation in School and Agency Settings	1
Research		
EDUC 500	Introduction To Research	3
EDPS 521	Statistics and Quantitative Analysis	3
Professional Practice		
EDPS 513	Professional Practice of School Psychology: Issues and Historical, Ethical, and Legal Considerations	3
EDPS 590	Internship in School Psychology I	3
EDPS 591	Internship in School Psych II	3
Total Credits		37

Code	Title	Credits
Counseling Psychology		
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.		
Total Credits		6

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.

Courses and Descriptions

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 518 Counseling Children, Adolescents and Families 3 Credits

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

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.

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.

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/Literacy Education 3 Credits

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

EDPS 507 Advanced Educational Psychology 3 Credits

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

EDPS 508 Cognitive Processes and Learning 3 Credits

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

EDPS 509 Assessment and Intervention III: Psychoeducational Assessment and Report Writing 3 Credits

Building upon EDPS 514 and EDPS 515, this course furnishes students with the clinical, practical, and theoretical sophistication to understand the assessment process for learning, cognitive, and academic concerns. Students are expected to master a wide range of concepts and skills to successfully complete this course, including administering, scoring, and interpreting tests of cognitive abilities, academic achievement, emotional-behavioral status, and adaptive behavior. Students also are required to synthesize data from multiple methods of assessment and sources to produce written psychological reports that inform intervention practice.

Prerequisite(s): EDPS 513.

EDPS 510 Assessment & Intervention IV: 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(s): 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 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDPS 535 Biological Basis of Behavior 3 Credits

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

EDPS 538 Developmental Child Psychopathology 3 Credits

The course will furnish students with a comprehensive account of the characteristics, correlates, causes, contexts, and outcomes of psychopathology in children. It serves to augment students' understanding of specific conditions in childhood and adolescence including autism spectrum disorders, attention-deficit/hyperactivity disorder, mental retardation, childhood anxiety/depression, enuresis/encopresis, learning disabilities, communication disorders including selective mutism, and emotional/behavioral disorders. The diagnostic nosologies of the DSM and IDEA will be referenced and thoroughly discussed. A special emphasis upon a developmental-systems framework for understanding child psychopathology will be presented wherein the importance of context and the influence of multiple, interacting events and processes in shaping adaptive and maladaptive development will be investigated.

EDPS 570 Advanced Interventions for Children, Adolescents and Families 3 Credits

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

Prerequisite(s): EDPS 513.

EDPS 581 Practicum in Psychoeducational Assessment and Report Writing 1 Credits

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(s): EDPS 513.

EDPS 582 Practicum in the Assessment of Behavioral and Social-Emotional Needs 1 Credits

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(s): EDPS 513.

EDPS 583 Practicum in Consultation in School and Agency Settings 1 Credits

This practicum experience provides supervised practice in the study, implementation, and evaluation of a problem-solving model to provide consultation across school and agency settings. Students will be expected to successfully initiate and lead the 4-step consultation process resulting in a databased intervention. The consultation will be documented in a formal report.

Prerequisite(s): EDPS 513.

EDPS 584 Practicum in Curriculum-Based Measures 1 Credits

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.

Prerequisite(s): 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.

Prerequisite(s): EDPS 581, EDPS 582, and EDPS 583.

EDPS 591 Internship in School Psych 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(s): EDPS 590.

EDPS 600 Independent Research and Study in School Psychology 1-3 Credits

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

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits

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

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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.

Special Education

Program Overview

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.

The 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 the best practices and materials for teaching students with disabilities. This knowledge base, combined with a variety of shared and individual field-based 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.

Curriculum Overview

The M.A. in Special Education program comprises a sequence of coursework that includes courses required for a New Jersey Teacher of Students with Disabilities Endorsement.

For individuals who are currently prepared to teach in general education settings, a 30-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 the New Jersey Teacher of Students with Disabilities Endorsement.

Those who already hold New Jersey Teacher of the Handicapped or Teacher of Students with Disabilities (TOSD) certification, may be eligible for up to nine credits waived depending on prior course work and transcript review. A total of 30 credits in graduate work is still required to receive the M.A. degree.

Degree Offered

M.A. in Special Education

Contact

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Program Website: Special Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher of Students with Disabilities Certification (p. 829)

Teacher of Students with Disabilities Coursework

(21 credits)

Candidates entering with an undergraduate degree in education and teacher certification will be required to take the following courses. SPED 512 is the prerequisite for all other courses.

Code	Title	Credits
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 524	Collaboration and Inclusive Practice for students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 539	Instructional Practices for Students with Disabilities	3
Total Credits		21

Additional Courses for Special Education (M.A.)

(30 total credits)

Code	Title	Credits
EDUC 500	Introduction To Research	3
SPED 542	Literacy and Students With Special Needs	3
SPED 590	Professional Seminar in Special Education	3
Total Credits		9

Additional Courses for Special Education M.A. with Reading Specialist Certification

(39 total credits)

All additional courses for this certification can be completed online.

Code	Title	Credits
LITR 501	Psychology and Pedagogy of Literacy Processes	3
LITR 502	Curriculum, Instruction and Supervision in Literacy	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum	3
Total Credits		9

Graduation Requirements

- Meet general master's degree requirements.
- Successful completion of all academic and field requirements.
- Completion of 30 graduate credits with a minimum GPA of 3.00 on a 4.00 scale.
- Successful completion of a required sequence of field experiences.
- Candidates must successfully pass a comprehensive examination covering knowledge and skills related to the field of special education.
- Successful demonstration of professional dispositions and behavior.

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. A 10-hour field experience and research component will be required.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

Prerequisite(s): SPED 512.

SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits

The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

SPED 542 Literacy and Students With Special Needs 3 Credits

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development 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. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 590 Professional Seminar in Special Education 3 Credits

This course addresses the current issues in the field of special education. Students will synthesize research and literature from the field of special education to address current issues and practice. Collaboratively, students will examine one area of special education through research and presentation. A reflective comprehensive view of special education including assessment, instruction, inclusive practice, assistive technology, Autism Spectrum Disorder, behavior, literacy etc. will be shared. Students are expected to complete a comprehensive exam in these related special education topics and submit 100 hours of supervised field hours. This course should be taken in the final semester of the MA program as it is the culminating reflective course of study.

Prerequisite(s): Permission of instructor.

Student Assistance Coordinator Certificate

Program Overview

This Rider Student Assistance Coordinator (SAC) Certificate qualifies students to apply for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>)) in New Jersey, which is supplied by the NJ Department of Education. For students interested in the school counseling profession, the SAC plays a specialized counseling role in the schools. SACs help students who are coping with social, emotional, and behavioral issues related to substance abuse and typically provide drug and alcohol prevention and intervention counseling services.

Students should consult the NJ Department of Education for the most updated and detailed explanations of the requirements to ultimately qualify for a standard New Jersey SAC certificate.

Curriculum Overview

This certificate is comprised of 21 credits, or seven courses.

Current M.A. students seeking either the Master of Arts in Counseling Services, School Counseling Concentration or the Master of Arts in Clinical Mental Health Counseling, may fulfill requirements for the SAC certificate as they complete their M.A. degree. Extra courses will be required beyond their M.A. degree requirements. For those who are pursuing a master's in school counseling at Rider, completion of only two extra courses in substance abuse is required. For those who are pursuing a Master of Arts in Clinical Mental Health Counseling, three extra courses are required.

For practicing counselors interested in acquiring the SAC CEAS, the 21 credits are standard; however, Rider faculty recommend that interested students submit their transcripts to the NJ Department of Education for review and final determination of a required plan of study.

Certificate Offered

- Student Assistance Coordinator (SAC) Certificate of Eligibility with Advanced Standing

Contact

Trevor Buser, Ph.D.

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Program Website: Student Assistance Coordinator (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/counseling-services/certificate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Accreditation Information: The Rider Student Assistance Coordinator (SAC) Certificate program has been approved by the New Jersey Department of Education and meets the educational requirements for the NJ SAC CEAS.

Related Programs

- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Counseling Services (Ed.S.) (p. 740)
- Clinical Mental Health Counseling (p. 729)
- Director of School Counseling Services Certificate (p. 746)
- School Psychology (Ed.S.) (p. 807)

Student Assistance Coordinator Certificate Requirements

For Current Master of Arts in Counseling Services (School Counseling Concentration) Students

(9 credits)

Current Master of Arts in Counseling Services students with a School Counseling Concentration, may fulfill requirements for the SAC as they complete their M.A. degree. One course CNSC 580/CNSC 581 may be taken as part of the M.A. degree requirements and two extra courses will be required beyond the M.A. degree requirements. At least one of the extra courses must be taken before CNSC 580/CNSC 581 Practicum. Currently enrolled students are encouraged to consult with their program advisors for more information on this certificate option.

Code	Title	Credits
COUN 515	Substance Abuse Counseling	3
COUN 516	Strategies in Addiction Counseling	3
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
or CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	

For Current Master of Arts in Clinical Mental Health Counseling Students

(9 credits)

Current Master of Arts in Clinical Mental Health Counseling students, may fulfill requirements for the SAC as they complete their M.A. degree. Three extra courses will be required beyond their M.A. degree requirements. Currently enrolled students are encouraged to consult with their program advisors for more information on this certificate option.

Code	Title	Credits
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3
CNPY 518	Counseling Children, Adolescents and Families	3
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
or CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	

All Other Students

(21 credits)

The Rider University Student Assistance Coordinator (SAC) Certificate is an approved program by the New Jersey Department of Education. This certificate is comprised of 21 credits, meets 9 content area requirements and is covered in 7 courses:

Code	Title	Credits
COUN 515	Substance Abuse Counseling	3
COUN 516	Strategies in Addiction Counseling	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
CNPY 518	Counseling Children, Adolescents and Families	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3
EDPS 503	Human Growth and Development	3
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
or CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	

Courses and Descriptions

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

CNSC 580 Elementary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

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

Prerequisite(s): COUN 515 or COUN 516.

CNSC 581 Secondary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor in training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students. Students must be supervised by a Substance Awareness Coordinator (SAC).

Prerequisite(s): COUN 515 or COUN 516.

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(s): COUN 515 or permission of instructor.

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.

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.

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

Supervisor of Instruction Certificate

Program Overview

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.

Certificate Offered

- Supervisor of Instruction Certificate

Contact

Judith Stegmaier-Nappi, Ed.D.

Program Director

Memorial Room 218C

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Program Website: Supervisor of Instruction Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/supervisor-instruction>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Supervisor of Instruction Certificate Requirements

(9 credits)

Code	Title	Credits
Curriculum Development Requirements (6 Credits)		6
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	
	or CURR 548 Curriculum and Instruction for Diverse Learners	
Staff Supervision Course Requirement (3 Semester Hours)		3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	
Supervision Practicum Requirement		3
EDAD 591	Seminar/Practicum in Education Leadership	

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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 591 Seminar/Practicum in Education 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.

Teacher Leadership

Program Overview

The Master of Arts in Teacher Leadership program seeks students who wish to enhance their knowledge and ability to deliver content instruction and further develop their leadership skills in educational settings. This program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. The program is based upon leadership standards established by the Educational Leadership Constituent Council (ELCC) and the Teacher Leader Model Standards (TLMS). These standards emphasize performance-based learning opportunities in the areas of articulating and implementing a vision for learning, promoting effective instruction,

effectively utilizing and managing resources in the learning environment, collaborating with families and community members, promoting the success of all students in an ethical manner, and recognizing the influence of the larger political, social, economic, legal, and cultural context.

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

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

Curriculum Overview

Developed by Rider University's respected and NCATE/CAEP-accredited College of Education and Human Services, the Master of Arts is designed to prepare experienced teachers to assume a greater leadership role in their schools, and share their skills and knowledge while remaining active in the classroom.

Teachers who complete the full master's degree will acquire both content knowledge and the skills needed to be effective teacher leaders in their schools and school districts. The full master's degree program includes both the 21-credit teacher leadership core and the 15-credit core content disciplines. Students who complete the master's degree track are eligible to apply for New Jersey Supervisor Certification.

The teacher leadership core is designed to prepare experienced teachers to assume a greater leadership role in their schools and share their skills and knowledge while remaining active in the classroom. This is a low-residency program that combines the best of face-to-face learning with the convenience of online learning. Its innovative design gives participants the flexibility they need to balance work and family demands while advancing their skill as teacher leaders. In the core content disciplines, teachers select content courses designed to build content knowledge and pedagogy in specialized fields. Teachers may select courses in only one concentration or a combination of courses in more than one concentration.

Teacher Leadership Concentration Options

The concentrations provide teachers with face-to-face and/or online courses that require the application of what is being learned in class

to how content is being taught in their classrooms. The primary goal is to enhance content knowledge and ability to deliver instruction in a common core curriculum area of specialization. The completion of five courses in the concentrations will result in a Rider University Professional Development Certificate in that specific concentration and in some instances a New Jersey Department of Education endorsement/certification.

Degree Offered

- M.A. Teacher Leadership

Contact

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Program Director

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Program Website: Teacher Leadership (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher Leadership Certificate
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)

Teacher Leadership (M.A.) Program Requirements

(36 credits)

Code	Title	Credits
Teacher Leadership Core Courses (21 Credits)		
CURR 552	Creative, Ethical Teacher Leadership	3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
EDAD 510	Seminar/Practicum in Teacher Leadership and Supervision	3
Teacher Leadership Concentration Options (15 Credits)		15
English as a Second Language/Bilingual Concentration		
Inclusive Practices in Education Concentration		
Math Concentration		
Principal Concentration		

Science Concentration	
Literacy Concentration	
Gifted Education and Creativity Concentration	
Endeavor STEM Concentration	
Total Credits	36

Teacher Leadership Concentration Options Requirements

- English as a Second Language/Bilingual Concentration (p. 818)
- Inclusive Practices in Education Concentration (p. 818)
- Math Concentration (p. 818)
- Principal Concentration (p. 818)
- Science Concentration (p. 819)
- Literacy Concentration (p. 819)
- Gifted Education and Creativity Concentration (p. 819)
- Endeavor STEM Concentration (p. 819)

English as a Second Language/Bilingual Concentration

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		15

Inclusive Practices in Education Concentration

Code	Title	Credits
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 539	Instructional Practices for Students with Disabilities	3
Total Credits		15

Math Concentration

Code	Title	Credits
CURR 517	Teaching and Learning Number and Operations	3
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	3
CURR 519	Teaching and Learning Algebraic Reasoning	3
CURR 520	Teaching and Learning Geometric Understanding	3
CURR 522	Teaching and Learning Measurement and Data	3
Total Credits		15

Principal Concentration

Code	Title	Credits
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 591	Seminar/Practicum in Education Leadership	3

EDAD 592	Seminar/Practicum in Educational Leadership	3
Total Credits		15

Science Concentration

Code	Title	Credits
CURR 640	Teaching and Learning Physical Science	3
CURR 641	Teaching and Learning Life Science	3
CURR 642	Teaching and Learning Earth and Space Science	3
CURR 643	Teaching and Learning Engineering and Design	3
CURR 644	Teaching and Learning Chemical Science	3
Total Credits		15

Literacy Concentration

Choose five classes from the following:

Code	Title	Credits
LITR 501	Psychology and Pedagogy of Literacy Processes *	3
LITR 502	Curriculum, Instruction and Supervision in Literacy *	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum *	3
LITR 500	Multimodal Teaching and Learning	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
LITR 510	Research and Survey of Texts for Children and Adolescents	3
LITR 560	Writing Project at Rider	3
LITR 600	Independent Research and Study in Literacy Education	1-3
SPED 542	Literacy and Students With Special Needs	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
Total Credits		15

* Leads to Reading Specialist Certification

Gifted Education and Creativity Concentration

Code	Title	Credits
CURR 650	Understanding Gifted Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 654	Innovative Instructional Strategies for Gifted Education	3
CURR 656	Creative, Interdisciplinary Thinking	3
Choose one additional course from other concentrations		3
Total Credits		15

Endeavor STEM Concentration

Code	Title	Credits
Required Courses:		
CURR 660	Methods of STEM Education (Grades PK-5)	3
	or CURR 661 Methods of STEM Education (Grades 6 - 12)	
Select two to four of the following courses:		9-12
CURR 662	Eyes on Earth: Teaching Earth Science from Space (PK-8)	3
CURR 663	Lessons from the Ocean: Science on the Water Planet (Grades 2-12)	
CURR 664	The Arts in STEM: Advancing Meaningful Integration (K-12)	

CURR 665	Climate Change with NSF SPRINTT	3
CURR 666	Exploring Mars: A New Twist on Science (or Math)	
CURR 667	Physical Science in Motion: Classroom Applications	3
CURR 668	Coding, Robotics, and 1:1 Devices	
CURR 669	Culturally Relevant Pedagogy in the STEM Classroom	3
CURR 670	Life and Marine Science: Tracking Live Marine Animals	
CURR 671	Life in Space: NASA ISS and Astrobiology	3
CURR 672	Math Connections to STEM Education	
CURR 673	NASA Astronomy and Space Science	3
CURR 674	NASA Physics for Real Beginners: Earth, Moon, and Space	
CURR 675	Reading and Writing in the Science Classroom	3
CURR 676	The E in STEM: Meaningful Content for Engineering	
CURR 677	WDLC - Weather Data Learning Center	3
CURR 678	Action Research in the STEM Classroom	
CURR 679	Practicum in STEM Leadership	3
CURR 680	STEM Leadership Seminar	

Select up to two of the following courses: 0-6

CURR 517	Teaching and Learning Number and Operations	3
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	
CURR 519	Teaching and Learning Algebraic Reasoning	3
CURR 520	Teaching and Learning Geometric Understanding	
CURR 522	Teaching and Learning Measurement and Data	3
CURR 640	Teaching and Learning Physical Science	
CURR 641	Teaching and Learning Life Science	3
CURR 642	Teaching and Learning Earth and Space Science	
CURR 643	Teaching and Learning Engineering and Design	3
CURR 644	Teaching and Learning Chemical Science	

Courses and Descriptions

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

CURR 552 Creative, Ethical Teacher Leadership 3 Credits

In order to be effective, teacher leaders require in-depth understanding of the complex, threat-filled, 21st-century globalized environment that provides the context for their work. They must understand the problems, opportunities, and pressures generated by the current socioeconomic, political, and cultural system of the United States, which is characterized by dogmatism-saturated disputes over the purposes of education and the allocation of resources. In addition, they must appreciate the ways in which the larger forces of globalization influence these national trends and issues. Finally, they must understand the ways in which the principles of wise, ethical, intelligent, and creative leadership can help them and their colleagues in their efforts to maintain and strengthen student learning in these daunting conditions.

CURR 640 Teaching and Learning Physical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be placed on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 650 Understanding Gifted Learners 3 Credits

The course explores the ways in which the gifted and talented can differ from more typical learners in terms of their cognition, social-emotional dimensions, behavior, and long-term development. It focuses on theories of intelligence, differing conceptions of giftedness and talent development, and learning processes. Some specific topics include underachievement, perfectionism, dual exceptionality, gender issues, and underserved populations. The course also addresses the ways in which gifted education can evolve to fit the demands and opportunities embedded in complex, 21st-century socioeconomic, cultural, and technological contexts.

CURR 652 Differentiating Instruction for the Gifted and Talented 3 Credits

This course provides the rationale and practical strategies for effective instructional differentiation for the gifted and talented within and beyond the regular classroom. Participants will learn how to differentiate within subject areas by adjusting content, process, product, and learning environment to meet the needs of learners. They also will explore the nature and nuances of differentiation by ability, readiness, and interest, as well as the implications of instructional differentiation for formative and summative assessment. Throughout the course they will design and share examples of differentiation including tiered assignments, complex instruction, independent studies, graphic organizers, and learning contracts.

CURR 654 Innovative Instructional Strategies for Gifted Education 3 Credits

This hands-on, experiential course immerses participants in simulations and analyses of new and revised student-centered teaching models and strategies that are conducive to creative and critical thinking, advanced content mastery, and the invigoration of students' interests. Participants analyze the potential of each model/strategy while considering the ways in which it can apply to content learning in various subject areas/domains. The course also engages participants in studying the fundamental principles of program design in gifted education so they can make the best possible use of the instructional models and strategies.

CURR 656 Creative, Interdisciplinary Thinking 3 Credits

This course facilitates creative thinking through the exploration of important insights from a wide variety of disciplines in the social sciences, humanities, natural sciences, and education. The process of creative association enables participants to combine diverse, remotely associated constructs to create new products and processes. Applications of interdisciplinary thinking to curriculum and instruction are explored. These applications include novel methods for curriculum integration, discovery and development of children's interests, and instructional modifications for the gifted and talented. Exploration of concepts and processes in multiple academic domains and professional fields also provide appreciation for the domain-specific natures of giftedness and creativity.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

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 510 Seminar/Practicum in Teacher Leadership and Supervision 3 Credits

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

Prerequisite(s): 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(s): EDAD 505.

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(s): EDAD 501.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

EDAD 591 Seminar/Practicum in Education 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(s): EDAD 591.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 500 Multimodal Teaching and Learning 3 Credits

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century and how it is influencing children's literacy development and the work of educators. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid/online course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for children's literacy development as well as our own work as educators.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

LITR 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.

LITR 510 Research and Survey of Texts for Children and Adolescents 3 Credits

This course surveys developmental trends in texts for children and adolescents. Students will become knowledgeable about the theoretical and practical aspects of the study of the texts (both digital and print) available for youth and adolescents. Candidates will explore their own assumptions about text and the relationship to literacy development. Course participants will explore strategies for integrating print and non-print texts into the school curricula in ways that support youth and adolescent literacy development.

LITR 560 Writing Project at Rider 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.

LITR 600 Independent Research and Study in Literacy Education 1-3 Credits

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

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.

SPED 500 The Inclusive Classroom: Effective Practices for General Education Teachers 3 Credits

This course is designed to introduce general education teachers to special education and the inclusive classroom. Students will explore current research, issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

SPED 542 Literacy and Students With Special Needs 3 Credits

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development 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. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

Teacher Leadership Professional Development Certificate

Program Overview

This 36-credit teacher leadership certificate provides mediated field placements, mentored internships, face-to-face and online courses and experiences, and on-the-job training that build necessary skills in teacher leadership. Those teachers who complete the teacher leadership core, which consists of seven core courses, will receive the Rider University Professional Development Certificate in Teacher Leadership.

Certificate Offered

- Teacher Leadership Professional Development Certificate

Contact

Judith Stegmaier-Nappi, Ed.D

Program Director
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Program Website: Teacher Leader (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher Leadership (<http://catalog.rider.edu/nextcatalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/teacher-leadership-ma>)
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)

Teacher Leadership Professional Development Certificate Requirements

(36 credits)

Code	Title	Credits
Teacher Leadership Core Courses		
CURR 552	Creative, Ethical Teacher Leadership	3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3

CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
EDAD 510	Seminar/Practicum in Teacher Leadership and Supervision	3
Concentration Options		
Select five courses from any of the Concentration Options listed :		15
English as a Second Language Education		
Inclusive Practices in Education		
Mathematics Education		
Principal		
Science Education		
Literacy		
Gifted Education and Creativity		
Total Credits		36

Courses and Descriptions

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.

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.

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

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(s): EDAD 505.

EDAD 510 Seminar/Practicum in Teacher Leadership and Supervision 3 Credits

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

Prerequisite(s): CURR 531, CURR 532 or CURR 538, and EDAD 505.

Teacher of Students with Disabilities Certificate

Program Overview

The graduate education certification program for teacher of students with disabilities includes the 21 credits required by the State of New Jersey for endorsement as a Teacher of Students with Disabilities. This certification program is for candidates that possess a current New Jersey instructional elementary, secondary, or P-3 certification. Courses must be completed in order based on prerequisites. Completion of a sequence of field-based experiences is required.

Curriculum Overview

Courses include psychology of exceptionality, positive behavior support, inclusive educational practices, transition to adult life, assessment, and instructional practices for children with disabilities.

The M.A. in Special Education program comprises a sequence of coursework that includes courses required for a New Jersey Teacher of Students with Disabilities Endorsement. Candidates who are successful

in the Teacher of Students with Disabilities Certification Program may apply their credits toward the M.A. in Special Education.

Endorsement/Certification Offered

- Teacher of Students with Disabilities Certification

Contact

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Professor

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Program Website: S (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs/teacher-students-disabilities-certification>)tudents with Disabilities Certification (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs/teacher-students-disabilities-certification>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders>)

Related Programs:

The courses in this program are also part of the Master of Arts in Special Education.

Special Education (M.A.) (p. 811)

Teacher of Students with Disabilities Certificate Requirements

The graduate education certification program for teacher of students with disabilities will require a minimum of 21 credits required by the State of New Jersey for endorsement as a teacher of students with disabilities. Candidates must possess an existing instructional certificate or certificate of eligibility in elementary education, secondary education, or P-3 education. Completion of a sequence of field-based activities is required.

Code	Title	Credits
Required Courses		
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 524	Collaboration and Inclusive Practice for students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 539	Instructional Practices for Students with Disabilities	3
Total Credits		21

Courses and Descriptions

SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. A 10-hour field experience and research component will be required.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use

of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice. **Prerequisite(s):** SPED 512.

SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits

The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

DANCE EDUCATION (K-12) CERTIFICATE

Program Overview

The Post-Baccalaureate Teacher Certification Program in Dance is designed for college graduates seeking initial teacher certification as a teacher of dance in school settings. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Dance is a 21 credit graduate program requiring courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Dance (K-12) Certificate

Contact

Kathleen M. Pierce, Ph.D.

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Kimberly Chandler Vaccaro, Ph.D.

Associate Professor of Dance
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Program Website: Dance Education (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/teacher-education-programs/master-arts-teaching/#world>)

Associated Departments: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>); and Department of Theatre and Dance (<https://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/our-faculty>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Dance Education (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 711	Pedagogy and Methodology in Dance	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional Requirements for Completion of the Certificate:

- Completion of all courses before final clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 711 Pedagogy and Methodology in Dance 3 Credits

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work. Crosslisting the existing methods course in Dance for beginning teachers offered at the undergraduate level (DAN 450).

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

MATHEMATICS EDUCATION (K–12) CERTIFICATE

Program Overview

This Post-Baccalaureate Teacher Certification Program in Mathematics is designed for college graduates seeking initial certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT). (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/master-arts-teaching>)

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Mathematics is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Mathematics Education (K–12) Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Mathematics Education (K-12) Certificate Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 707	Secondary Mathematics Teaching and Learning	3
CURR 770	Clinical Experience and Seminar in Teaching	9

or CURR 771 Supervised Clinical Experience in Teaching

Total Credits

21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 with a “C+” grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students’ career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 707 Inclusive Methods for Teaching Mathematics 3 Credits

This course critically analyzes the aims of teaching mathematics in secondary schools. Research pertaining to mathematics teaching and learning is analyzed. Demonstration lessons including reflective teaching and individual and group processing are created and carried out to clarify teaching, mathematics curriculum planning using NJ Student Learning Standards in Mathematics, the organization of materials and subject matter, assessment processes classroom management strategies, and awareness of career requirements in STEM fields. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying mathematics curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

MUSIC EDUCATION (K-12) CERTIFICATE

Program Overview

This Post-Baccalaureate Teacher Certification Program in Music is designed for college graduates seeking initial teacher certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Music is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Music Education (K-12) Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Music Education (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9

Independent Study in Music Methods	3
Total Credits	21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

SCIENCE EDUCATION (K-12) CERTIFICATE IN BIOLOGICAL SCIENCES, CHEMISTRY, EARTH SCIENCES &/ OR PHYSICS

Program Overview

This Post-Baccalaureate Teacher Certification Program in Science is designed for college graduates seeking initial certification as a teacher in one or more of the scientific disciplines (biological sciences, chemistry, earth sciences, physics). The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Science is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Science Education (K-12) Certificate in Biological Sciences, Chemistry, Earth Sciences and/or Physics

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Science Education (K-12) Certificate in Biological Sciences, Chemistry, Earth Science and/or Physics Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3

CURR 706	Inclusive Methods for Teaching Science	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
Total Credits		21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 706 Inclusive Methods for Teaching Science 3 Credits

Classroom interaction analysis systems are used in the study of the instructional processes that support inquiry-based science learning. Candidates develop their own repertoires of teaching strategies, classroom management strategies, and awareness of career requirements in STEM fields. Emphases are on the investigation and interpretation of recent curriculum developments in NGSS and NJ Student Learning Standards in Science as well as the use of lab-based processes in science learning. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying science curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

SOCIAL STUDIES (K-12) CERTIFICATE

Program Overview

This Post-Baccalaureate Teacher Certification Program in Social Studies is designed for college graduates seeking initial certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Social Studies is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Social Studies (K-12) Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Social Studies (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 705	Inclusive Methods for Teaching Social Studies	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 705 Inclusive Methods for Teaching Social Studies 3 Credits

This course addresses the practical and theoretical aspects of teaching social studies to diverse adolescents in secondary schools. Using the NJ Student Learning Standards in Social Studies, candidates will prepare and design curriculum and assessment for students in various learning environments and with diverse learning needs. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying social studies curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

THEATER EDUCATION (K-12)

Program Overview

The Post-Baccalaureate Teacher Certification Program in Theater is designed for college graduates seeking initial certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Theater is a 21 credit graduate program requiring courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Theater (K-12) Certificate

Contact

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Related Program

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Theater Education (K - 12) Certificate Requirement

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 704	Inclusive Methods for Teaching English Language and Theater Arts	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770	Clinical Experience and Seminar in Teaching	9

or CURR 771 Supervised Clinical Experience in Teaching

Total Credits

21

Additional Requirements for Completion of Certificate:

- Completion of all courses before final clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

WORLD LANGUAGES (K-12) CERTIFICATE IN FRENCH OR SPANISH

Program Overview

This Post-Baccalaureate Teacher Certification Program in World Languages is designed for college graduates seeking initial certification in French or Spanish. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in World Languages (French or Spanish) is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of student teaching.

Certificate Offered

- World Languages (K-12) Certificate in French or Spanish

Contact

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Program Website: Certification Foreign Language (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

World Languages Certificate (French or Spanish) Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
EDUC 521	Teaching a Second Language	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

THEATER EDUCATION (K-12)

Program Overview

The Post-Baccalaureate Teacher Certification Program in Theater is designed for college graduates seeking initial certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Theater is a 21 credit graduate program requiring courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Theater (K-12) Certificate

Contact

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Related Program

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Theater Education (K - 12) Certificate Requirement

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 704	Inclusive Methods for Teaching English Language and Theater Arts	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770	Clinical Experience and Seminar in Teaching	9

or CURR 771 Supervised Clinical Experience in Teaching

Total Credits

21

Additional Requirements for Completion of Certificate:

- Completion of all courses before final clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

SOCIAL STUDIES (K-12) CERTIFICATE

Program Overview

This Post-Baccalaureate Teacher Certification Program in Social Studies is designed for college graduates seeking initial certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Social Studies is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Social Studies (K-12) Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Social Studies (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 705	Inclusive Methods for Teaching Social Studies	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 705 Inclusive Methods for Teaching Social Studies 3 Credits

This course addresses the practical and theoretical aspects of teaching social studies to diverse adolescents in secondary schools. Using the NJ Student Learning Standards in Social Studies, candidates will prepare and design curriculum and assessment for students in various learning environments and with diverse learning needs. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying social studies curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

SCIENCE EDUCATION (K-12) CERTIFICATE IN BIOLOGICAL SCIENCES, CHEMISTRY, EARTH SCIENCES &/ OR PHYSICS

Program Overview

This Post-Baccalaureate Teacher Certification Program in Science is designed for college graduates seeking initial certification as a teacher in one or more of the scientific disciplines (biological sciences, chemistry, earth sciences, physics). The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Science is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Science Education (K-12) Certificate in Biological Sciences, Chemistry, Earth Sciences and/or Physics

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Science Education (K-12) Certificate in Biological Sciences, Chemistry, Earth Science and/or Physics Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3

CURR 706	Inclusive Methods for Teaching Science	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
Total Credits		21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 706 Inclusive Methods for Teaching Science 3 Credits

Classroom interaction analysis systems are used in the study of the instructional processes that support inquiry-based science learning. Candidates develop their own repertoires of teaching strategies, classroom management strategies, and awareness of career requirements in STEM fields. Emphases are on the investigation and interpretation of recent curriculum developments in NGSS and NJ Student Learning Standards in Science as well as the use of lab-based processes in science learning. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying science curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

MUSIC EDUCATION (K-12) CERTIFICATE

Program Overview

This Post-Baccalaureate Teacher Certification Program in Music is designed for college graduates seeking initial teacher certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Music is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Music Education (K-12) Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Music Education (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9

Independent Study in Music Methods	3
Total Credits	21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

DANCE EDUCATION (K-12) CERTIFICATE

Program Overview

The Post-Baccalaureate Teacher Certification Program in Dance is designed for college graduates seeking initial teacher certification as a teacher of dance in school settings. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Dance is a 21 credit graduate program requiring courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Dance (K-12) Certificate

Contact

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Kimberly Chandler Vaccaro, Ph.D.

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Program Website: Dance Education (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/teacher-education-programs/master-arts-teaching/#world>)

Associated Departments: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>); and Department of Theatre and Dance (<https://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/our-faculty>)

Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Dance Education (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 711	Pedagogy and Methodology in Dance	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional Requirements for Completion of the Certificate:

- Completion of all courses before final clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 711 Pedagogy and Methodology in Dance 3 Credits

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work. Crosslisting the existing methods course in Dance for beginning teachers offered at the undergraduate level (DAN 450).

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

MATHEMATICS EDUCATION (K–12) CERTIFICATE

Program Overview

This Post-Baccalaureate Teacher Certification Program in Mathematics is designed for college graduates seeking initial certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT). (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/master-arts-teaching>)

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Mathematics is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- Mathematics Education (K–12) Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/ma-teaching>)

Mathematics Education (K-12) Certificate Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 707	Secondary Mathematics Teaching and Learning	3
CURR 770	Clinical Experience and Seminar in Teaching	9

or CURR 771 Supervised Clinical Experience in Teaching

Total Credits

21

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 with a “C+” grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 707 Inclusive Methods for Teaching Mathematics 3 Credits

This course critically analyzes the aims of teaching mathematics in secondary schools. Research pertaining to mathematics teaching and learning is analyzed. Demonstration lessons including reflective teaching and individual and group processing are created and carried out to clarify teaching, mathematics curriculum planning using NJ Student Learning Standards in Mathematics, the organization of materials and subject matter, assessment processes classroom management strategies, and awareness of career requirements in STEM fields. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying mathematics curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Teaching (M.A.T.)

Program Overview

The Master of Arts in Teaching (MAT) is a 30 credit degree that incorporates work completed during the initial teacher preparation phases of a candidates' development while adding broad professional knowledge about innovative curriculum design, inclusive practices, and data-based decision making in teaching and learning. The program is open to candidates from the Post-Baccalaureate Teacher Certification Program as well as graduates from Rider's Teacher Education Program.

In addition to earning the MAT degree, candidates may apply coursework and credits to other Master's programs, endorsements, and/or professional development certificates offered in the Department of Graduate Education, Leadership, and Counseling.

Students can take much of the initial coursework for the MAT degree by completing one of the following initial teacher certification programs:

- Business Education/Marketing Education Comprehensive (K-12) (p. 728)
- Dance Education (K-12)
- Early Childhood Teacher (P-3) (p. 752)
- Elementary Education (K-6) (p. 758)
- English as a Second Language (p. 767)
- English Language Arts Education (K-12) (p. 770)
- Mathematics Education (K-12)
- Music Education (K-12)
- Science Education (K-12) (Biological Sciences, Chemistry, Earth Sciences, or Physics)
- Social Studies (K-12)
- Theater Education (K-12)
- World Languages (K-12) (French or Spanish)
- MAT (Master of Arts in Teaching)

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Teaching (M.A.T.) Program Requirements

Complete one of the following teacher certification sequences and then complete the additional required courses:

- Bilingual Education (p. 722)
- Business Education/Marketing Education Comprehensive (K-12) (p. 728)
- Dance Education (K-12)
- Early Childhood Teacher (Preschool - Grade 3) (p. 752)
- Elementary Education (K-6) (p. 758)

- English as a Second Language (p. 767)
- English Language Arts Education (K-12) (p. 770)
- Mathematics Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification>)
- Music Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate>)
- Science Education (K-12) (Biological Sciences, Chemistry, Physics, Earth Sciences) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate>)
- Social Studies (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate>)
- Theater Education (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/theater-educ>)
- World Languages (K-12) (French, German, Spanish) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate>)

Code	Title	Credits
Additional Required Courses		
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
SPED 500	The Inclusive Classroom: Effective Practices for General Education Teachers	3
or CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	
or CURR 548	Curriculum and Instruction for Diverse Learners	
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
Total Credits		9

- Meet general master's degree requirements;
- Successful completion of all academic requirements;
- Completion of 30 graduate credits with a minimum GPA of 3.00; and,
- Successful demonstration of professional dispositions and behavior.

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 705 Inclusive Methods for Teaching Social Studies 3 Credits

This course addresses the practical and theoretical aspects of teaching social studies to diverse adolescents in secondary schools. Using the NJ Student Learning Standards in Social Studies, candidates will prepare and design curriculum and assessment for students in various learning environments and with diverse learning needs. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying social studies curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

SPED 500 The Inclusive Classroom: Effective Practices for General Education Teachers 3 Credits

This course is designed to introduce general education teachers to special education and the inclusive classroom. Students will explore current research, issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed.

Executive MBA (EMBA)

Program Overview

The Executive MBA is a 46.5-credit, 14-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. 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 multiple coaches who work with students individually throughout the 14-month program to develop essential management, leadership, time management, stress management, and personal career development skills.

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 Rider faculty to lend their personal insight

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

International Experience

The international experience includes up to two weeks traveling in one or more 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 a up-close look at how business is handled in some of the world’s most dynamic markets.

Cost

The cost of the program is all-inclusive, covering tuition, food, fees, and the international study experience. Students are responsible for purchasing their own textbooks.

Application Procedures

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

- Obtain and complete an application for admission from the Office of Graduate Admission or online at <https://www.rider.edu/emba/apply>.
- Submit your resume, statement of aims and objectives, and two work-related recommendations (employer or another business-related resource) to the Office of Graduation Admission.
- Arrange to have an official transcript(s) sent to the Office of Graduate Admission from every institution of higher learning attended (including Rider University). A transcript should be sent even if only one course was taken at the institution. Only official transcripts will be accepted. Transcripts sent to the student are not acceptable unless they are sealed in the original envelope when received by the Office of Graduate Admission.
- 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.
- Upon submission of all application materials, applicants will be asked to take part in an admissions interview with the Director of the Executive MBA Program.

Application Deadlines

The application deadline for application to the EMBA program is July 1. Applications received after the official deadlines may be given consideration at the discretion of the College of Business Administration.

Contact

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Program Requirements

(46.5 credits)

Code	Title	Credits
Integrated Business Foundation		
EMBA 9001	Top Management Perspective	3
EMBA 9220	Financial Accounting	3
EMBA 9230	Economics Principles	1.5
EMBA 9231	Economic Analysis and Decision Making	3
EMBA 9240	Corporate Finance	3
EMBA 9250	Statistical Analysis for Bus	3
EMBA 9251	Service/Product Management	3
EMBA 9260	Strategic Marketing	3
EMBA 9270	Management/Team Skills	3
Advanced Topics		
EMBA 9271	Leadership	3
EMBA 9301	Corp Governance Legal Ethical Issues	3
EMBA 9302	Corporate Performance Evaluation	3
EMBA 9303	Intl Bus Seminar W/ Travel Exp	3
EMBA 9310	Information Technology and Management	3
EMBA 9362	Product Development and Commercializati	3
EMBA 9880	Strategic Management: a Capstone Course	3
Total Credits		46.5

Note: There are no course waivers granted for the EMBA program.

EMBA 9001 Top Management Perspective 3 Credits

This team-taught course will serve as the initial course of the EMBA program. The course will take place over three weekends. Top managers will also attend and provide their perspectives to students and faculty in attendance. This course will explore the “art” of case study analysis. Students will focus on identifying, analyzing, and resolving issues from a top management perspective. This course will consider various issues confronted by top managers and heavily emphasizes contemporary cases that illustrate a wide range of management issues. By having the course team-taught by a faculty member and an Executive-in-Residence, both the academic and applied aspects of business will be represented in the classroom. This sets the tone for the approach and philosophy of the entire program - a blending of business theory with real world application. Another of the course’s purposes is to allow the students to get to know one another, become acquainted with the faculty who will be teaching in the program, and receive an overview of the material that will be covered.

EMBA 9220 Financial Accounting 3 Credits

This course provides a managerially-oriented focus on the aspects of financial accounting most relevant to business decision makers. Students will develop the ability to read, analyze, and interpret financial information for decisions regarding operating, investing, and financing activities as well as serving as a foundation for more advanced analysis in areas such as credit and equity decisions.

EMBA 9230 Economics Principles 1.5 Credits

This course focuses on how markets work in different settings (structures). The course begins by establishing basic relationships between consumer behavior and demand, and production costs and supply. The remainder of the course focuses on profit-maximizing strategies in different market structures (perfect competition, monopoly, and imperfect competition). Also, this course provides an introduction to the basic economic concepts to prepare students for EMBA 9231, Economic Analysis and Decision Making.

EMBA 9231 Economic Analysis and Decision Making 3 Credits

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

EMBA 9240 Corporate Finance 3 Credits

This course introduces modern corporate finance principles that today's managers should know. Its purpose is to give students a thorough introduction to the theory and practice of financial management. The course reviews the principles executives need to acquire to manage for value creation. Topics covered include valuation of securities, capital budgeting, cost of capital, capital structure, and value-creating decisions in a global environment.

EMBA 9250 Statistical Analysis for Bus 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/Product 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/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 Corp Governance Legal Ethical Issues 3 Credits

This team-taught course provides an overview of corporate governance. The governance structure specifies the distribution of rights and responsibilities among different participants in the corporation, such as the board of directors, managers, shareholders, and other stakeholders. In this course, students will discuss the importance of corporate governance and the roles of various stakeholders in the governance structure. Conflicts of interest that arise between the stakeholders and approaches to mitigate those conflicts will be a central focus of the course. Because corporate governance plays an integral role in creating a culture in which ethical behavior is the norm, this course will also focus on identifying, analyzing, and resolving ethical dilemmas in business. The course will consider ethical issues confronted by managers and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues.

EMBA 9302 Corporate Performance Evaluation 3 Credits

This team-taught course emphasizes to executives that shareholder value creation should be an enduring focus of concern because value is the foundation of survival and prosperity for the enterprise. The course introduces multiple perspectives in evaluating the performance of the firm. Among them are management control systems, financial statement analysis, cash flow analysis, and the balanced score card (BSC) including Economic Value Added. The nature of these approaches to evaluation draws from the disciplines of accounting and finance. Structuring the course as a team-taught course in which instructors from both of these disciplines will be present helps to ensure that students will receive a comprehensive and integrated understanding of the course topics. Students will experience using real-world cases in evaluation.

EMBA 9303 Intl Bus Seminar W/ Travel Exp 3 Credits

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

EMBA 9309 Special Topics 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9310 Information Technology and Management 3 Credits

This course enables current and future senior executives to gain a strategic perspective of information technology resources within the organization. The focus is on opportunities and challenges associated with managing technological resources as well as how the effective management of information technology can improve competitive positioning and operational performance. Course format will be a combination of lectures, guest speakers, case studies, and hands-on exercises. Experiential learning opportunities will allow students to work with real-world case studies using relevant technologies.

EMBA 9362 Product Development and Commercialization 3 Credits

The purpose of this course is to provide an in-depth overview of the Product Development and Commercialization (PD&C) process. This will be done through the analysis of cases that describe actual PD&C as well as innovation problems faced by a variety of organizations (e.g. consumer, health care service). Topics covered include innovation funding, opportunity analysis, common PD&C challenges and issues, and the interface among various disciplines to achieve best-in-class PD&C strategies.

EMBA 9880 Strategic Management: a Capstone Course 3 Credits

The capstone course focuses on the elements required to make effective strategic decisions in organizations with reference to the impact these decisions have on all stakeholders. The purpose of this course is to provide students with an understanding of the strategy process through an analysis of how a firm develops a mission, vision, and establishes a sense of purpose while simultaneously monitoring the external environment for emerging opportunities and threats. Topics focus on real-world cases, the evolution of strategic management processes, and strategies for a global world.

EMBA 9900 Leadership Edge 0 Credits

This course is structured as pass/fail. It provides students at, or aspiring to, executive positions within their organization's career, leadership and management development with a real-time, practical approach to leadership. This differentiator and developmental component is referred to as "The Leadership Edge." Students will reflect on self-assessments completed as part of the program. They are then able to leverage the Leadership Edge experience by pursuing different methods of developing career, leadership, and management competencies to fill identified gaps. Opportunities for development are met through group sessions and student participation in individual (private) coaching or group seminars to discuss personal career and organizational situations. The choice of which avenue is taken (individual or group) is made on an integrated group basis.

EMBA 9906 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9907 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9908 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9909 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

COLLEGES AND SCHOOLS

- College of Business Administration (p. 836)
- College of Continuing Studies (p. 872)
- College of Education and Human Services (p. 874)
- College of Liberal Arts and Sciences (p. 956)

College of Business Administration

The College of Business Administration (CBA) seeks to develop in students the skills needed to perform effectively in a variety of organizational settings—small business, multinational corporations, service industry, not-for-profits, family companies, government, or Wall Street—depending upon the student's interests and goals. Each graduate degree program is designed to provide an educational experience for the whole person by combining theory and practice. Since most of the students in our degree programs are employed in professional or managerial positions, they bring a wealth of business experience to share with their peers as part of the networking and 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 regularly thereafter. In addition, the accounting program was further recognized for excellence with AACSB International Accounting Accreditation in 2000 and also is reaffirmed on a regular basis.

Faculty

Courses are taught in small sections, usually by full-time faculty holding doctorates. Faculty members are engaged in research in their fields, and many have relevant business experience as well. Adjunct faculty come to Rider from the ranks of executives from major corporations and thought leaders in business and service organizations.

Graduate Degree Programs and Certificate Summary

Introduction

The College of Business Administration offers six degree programs and two certificate programs that provide individuals seeking a graduate degree in business or accounting with options to fit their career goals. The various programs offer students the flexibility to balance school with on-going professional and life demands. Whether a student is a full-time professional wanting to complete the degree on a part-time basis or is looking to pursue a degree on a full-time basis, there is a program and a mode of delivery to suit every students' needs.

The Master of Accountancy (MAcc)

The MAcc program prepares individuals for a flexible career path and, ultimately, leadership positions in the accounting profession. Those students who wish to pursue a career in public accounting will develop specialized technical competencies to meet the 150 credit-hour requirement for licensure. Accounting career paths in corporate, financial or governmental sectors are facilitated through the core curriculum and specialized elective courses. The comprehensive curriculum focuses on development of analytical and professional skills necessary for success in today's global business environment.

Required courses emphasize an integration and synthesis of accounting theories and concepts. Course work assumes that students have established a basic foundation level of accounting at the undergraduate level. Students without an undergraduate accounting degree are required to complete preliminary courses prior to beginning the MAcc core curriculum.

Students have the option to personalize their MAcc degree by creating a skill set from a menu of MBA and MAcc electives. Students may also elect to concentrate in one of the following areas: finance, business analytics, global business, or fraud and forensic accounting.

Graduate accounting courses are offered in the evening, 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.

Please see the MAcc website at www.rider.edu/macc (<http://www.rider.edu/macc>) for up-to-date information on the program and faculty.

The Online Master of Accountancy (OL MAcc)

Similar to the on-campus MAcc, the Online MAcc program prepares individuals for a range of careers in the accounting profession, using the online educational format. Students may enter the Online MAcc as part of a cohort, which begins every fall and follows a structured progression of courses and guarantees completion in 16-months. Students may also select to pursue the Online MAcc's flexible option, which begins any semester and allows students to go through the program at their own pace on a part-time basis. Students who have both academic and professional backgrounds in accounting can earn the same graduate degree as our on-campus Master of Accountancy.

The OL MAcc supports students in developing their competencies and knowledge to sit for the CPA examination in all states and to meet the education credit-hour requirements for licensure. Accounting career paths in corporate, financial or governmental entities are facilitated through the core MAcc curriculum and specialized elective courses. These electives, built into the curriculum, include courses that address some of the required topic areas on the CPA examination such as Business Law and Governmental Accounting. In addition, in the Online MAcc program, students can achieve a concentration in fraud and forensic accounting.

Required courses emphasize an integration and synthesis of accounting theories and concepts. Course work assumes that students have established a basic foundation level of accounting at the undergraduate level.

The Online MAcc program requires an online orientation before a student can begin in the program. Students in the cohort option follow a set course schedule, which is shown in the detailed curriculum description, allowing them to complete their program on a part-time basis over 16 months with no tuition increases for the duration of their program.

Please see the Online MAcc website at www.rider.edu/online-macc (<http://www.rider.edu/online-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 business electives based on individual professional needs. Students also may elect to concentrate in one of the following areas: business analytics, finance, or global business. Additionally, MBA students with an undergraduate accounting education can complete a concentration in forensic accounting.

Graduate business courses are offered in the evening, Monday through Thursday, in the fall, spring and summer semesters 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.

Please see the MBA website at www.rider.edu/mba (<http://www.rider.edu/mba>) for up-to-date information on the program and faculty.

The Online Master of Business Administration (OL MBA)

The Online MBA program prepares individuals for career advancement as business professionals, managers and leaders of organizations, offering the same high quality graduate degree as our on-campus MBA, but in a flexible, online educational format.

Course work assumes that students have established a basic foundation level of business courses at the undergraduate level. For those students who do not have this foundation, pre-program courses are available in an online format to satisfy this requirement before joining a cohort to begin the Online MBA curriculum.

The Online MBA courses may be completed within a 12-month period for full-time students and in as little as 21-months for part-time students. An online orientation is required for all students entering the program. A sample course schedule is shown in the detailed curriculum description.

Please see the Online MBA website at www.rider.edu/onlineMBA (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-business-programs/online-mba-master-of-business-administration>) for up-to-date information on the program and faculty.

The Executive Master of Business Administration (EMBA)

The Executive MBA program is a cohort-based program for experienced business professionals that offers courses in an accelerated program format across 14 months. Classes are held on Saturdays and selected Friday evenings so students can continue to work full-time. Students enter the program, complete classes and graduate with the same integrated group of up to 25 students. The program consists of two parts: the first part sets expectations concerning what it means to

operate at an executive level and then delivers a solid foundation in business concepts and basic leadership and team skills. The second part of the program provides advanced executive sessions on a variety of current business topics of relevance to today's executive. A personal, professional coaching program called Leadership Edge also is included in the curriculum.

In addition, there is a seminar on international business, which includes up to two weeks of travel in a key economic region of the globe. Other program highlights include: learning advanced business theory from the faculty while receiving practical insights from executives who work alongside the faculty in the classroom.

Please see the Executive MBA website at www.rider.edu/emba (<http://www.rider.edu/emba>) for unique admission requirements, program schedules and other relevant information.

The Master of Science in Corporate Finance

The Master of Science in Corporate Finance is a focused graduate degree that prepares students for leadership roles in managerial finance in a corporate setting. The degree is designed to utilize the strengths of Rider's AACSB accredited Accounting program and the nationally-ranked Finance program to provide students with contemporary business knowledge and practice skills that can lead to success in the corporate environment. Students have access to key financial databases and analytical tools and will become adept at synthesizing financial and accounting data and using modeling to recommend financial strategies that will positively impact high-level business decisions.

The MS in Corporate Finance offers students the option to begin the program in any semester; fall, spring or summer. Classes are offered in-person in the evening or online, Monday through Thursday. Students may pursue the program on a part-time basis, or take it full-time by enrolling in up to four courses each semester.

Please see the MS in Corporate Finance website at www.rider.edu/corpfinance (<http://www.rider.edu/corpfinance>) for up-to-date information on the program and faculty.

Business Analytics Graduate Certificate Program

The Graduate Certificate Program in Business Analytics has been developed in response to the overwhelming demand from corporations and organizations for employees with skills and knowledge of technologies, applications and processes to analyze data in order to better inform the decisions of the organization. This skill set is applicable in all aspects of business including finance, marketing, accounting and operations. Designed with the valuable input of executives in the field of analytics, the program is endorsed by SAS Institute, the leader in business analytics software and services.

Rider's Graduate Certificate Program in Business Analytics allows students to follow one of two tracks:

- one for business professionals (<http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate/business-professionals-track>)
- one for Information Technology (IT) professionals (<http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate/it-professionals-track>) with advanced skills in programming, data management and a working knowledge of SAS software.

The program, comprised of five graduate level courses, is structured so it can be completed within one year on a part-time basis. Students can start the Certificate in any semester, with courses being taught in the evenings on Rider's Lawrenceville campus and online.

Please see the Business Analytics Graduate Certificate Program website at www.rider.edu/businessanalytics (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-programs/business-analytics-certificate>) for unique admission requirements, program schedules and other relevant information.

Forensic Accounting Graduate Certificate Program

The Graduate Certificate Program in Forensic Accounting is designed to meet the needs of businesses and organizations who know they must make the detection, prevention and prosecution of financial fraud a priority. There has been a tremendous increase in demand for employees with skills and knowledge of technologies, applications and processes to analyze data in order to better inform the decisions of the organization.

This is all the result of a significant increase in federal legislation and more stringent auditing standards. Career opportunities in forensic investigation include positions in the government, public accounting, insurance, law, business and non-profit sectors. Students acquire the skills to identify, collect and examine evidence for accounting fraud and abuse.

The program, comprised of four graduate level courses, may be completed in as few as two semesters. Students can start the Certificate in any semester, with courses being taught in the evenings on Rider's Lawrenceville campus as well as online.

Please see the Forensic Accounting Graduate Certificate Program website at www.rider.edu/forensicacct (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-programs/business-analytics-certificate>) for unique admission requirements, program schedules and other relevant information.

Programs and Certificates

Program	Degree	Certificate
Business Analytics Graduate Certificate (p. 723)		✓
Corporate Finance M.S. (p. 734)	✓	
Forensic Accounting Graduate Certificate (p. 772)		✓
Master of Accountancy (p. 781)	✓	
Master of Business Administration (p. 785)	✓	
Online Master of Business Administration (p. 794)	✓	
Online Master of Accountancy (p. 792)	✓	
The Executive Master of Business Administration (p. 832)	✓	

Business Analytics Graduate Certificate Program

Program Overview

Rider's Graduate Certificate program in Business Analytics helps business professionals develop the skills and gain the knowledge of the technologies, applications and processes used by organizations

to analyze data and drive their decision making across all aspects of business including finance, marketing, accounting and operations.

Endorsed by SAS (http://www.sas.com/en_us/home.html?gclid=CLPH-MX7m8UCFuk6gQodGTEAvg&keyword=sas&matchtype=e), the leader in business analytics software and services, this certificate program has been designed with the valuable input of executives in the analytics field to ensure that the program meets the needs of employers.

Curriculum Overview

Rider's Graduate Certificate Program in Business Analytics allows students to follow one of two tracks:

- one for business professionals (<http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate/business-professionals-track>)
- one for Information Technology (IT) professionals (<http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate/it-professionals-track>) with advanced skills in programming, data management and a working knowledge of SAS software.

Each track requires five graduate-level courses (15 credit hours) that are highly applied in nature, integrating project-based learning, simulations, case studies, and field experience with industry partnerships. There is a 1.5 credit technology proficiency course that is a prerequisite for taking other courses within the program, which may be waived based on waiver policy guidelines.

The program is structured so it can be completed within a year on a part-time basis. Students can start the certificate in any semester and courses are taught in the evening on Rider's Lawrenceville campus, and online.

Completion of the Certificate

To complete this certificate program, students must meet the following requirements:

- Overall GPA of 3.0 in the Business Analytics Certificate Program; and,
- Cannot have any grades below a "C".

Current MAcc or MBA students at Rider

Current MAcc and MBA students can easily work the Business Analytics Graduate Certificate Program into their graduate degree program. Please contact the Academic Coordinator to plan how the Business Analytics Graduate Certificate will fit into your MBA or MAcc program.

Contact

Mrs. Jean Cherney

Graduate Business Academic Coordinator
Sweigart Hall
609-895-5557
jcherney@rider.edu

Program Website: Business Analytics (<http://catalog.rider.edu/graduate/colleges-schools/business-administration/programs-certificates/business-analytics-certificate/%20http://www.rider.edu/academics/colleges-schools/cba/graduate-business/business-analytics-certificate>)

Associated Department: College of Business Administration, Graduate Programs (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-business-programs>)

Business Analytics Graduate Certificate Program Requirements

The Business Analytics Graduate Certificate allows students to follow one of two tracks; one for business professionals and one for information technology (IT) professionals with advanced skills in programming, data management, and a working knowledge of SAS software. Each track requires five graduate-level courses (15 credit hours.)

Prerequisites for the Program

Students must demonstrate technology proficiency by satisfying ONE of the following conditions before they can move into the main requirements of the program:

- Earn a grade of "B" or better in course work equivalent to Rider's CIS 185 Information Systems Essentials at an accredited four-year institution within six years prior to the semester admitted; OR
- Complete PMBA 8010 Information Technology Proficiency with a grade of "B" or better; OR
- Take the proficiency exam for PMBA 8010 with a grade of "B" or better.

Business Professionals Track

Code	Title	Credits
PMBA 8051	Fund of Statistical Analysis ¹	3
PMBA 8312	Business Intelligence Tech-Data Mining	3
PMBA 8317	Applied Data Mgt for Bus Users	3
PMBA 8357	Bus Analytics for Managers	3
PMBA 8380	Business Analytics Optimizatio	3
Total Credits		15

¹ PMBA 8051 may be waived if the student meets one of the following requirements:

- Earn a grade of "B" or better in statistics coursework equivalent to Rider's MSD 200 - Statistical Methods I and MSD 201 - Statistical Methods II at an accredited four-year institution within six years prior to the semester admitted; OR
- Complete PMBA 8051 Fundamentals of Statistical Analysis with a grade of "B" or better.
- Students in the IT track must be proficient in the use of SAS in the foundation statistics course(s).

Information Technology Professionals Track

Code	Title	Credits
PMBA 8051	Fund of Statistical Analysis ²	3
PMBA 8312	Business Intelligence Tech-Data Mining	3
PMBA 8317	Applied Data Mgt for Bus Users	3
PMBA 8357	Bus Analytics for Managers	3
PMBA 8902	Independent Studies in Business Adm. ¹	3
Total Credits		15

¹ This independent study in Business Analytics will teach students to write SAS programs, to manipulate data using SAS DATA and the procedure steps to access, transform, and summarize SAS data sets. The course also provides a review of the five exam content areas in the SAS Base Programmer Certification Exam, including importing and exporting raw data files; manipulating and transforming data, combining SAS data sets, creating basic detail and summary reports using SAS procedures, and identifying and correcting data syntax and programming logic errors.

² PMBA 8051 may be waived if the student meets one of the following requirements:

- Earn a grade of "B" or better in statistics coursework equivalent to Rider's MSD - 200 - Statistical Methods I and MSD - 201 - Statistical Methods II at an accredited four-year institution within six years prior to the semester admitted; OR
- Complete PMBA 8051 Fundamentals of Statistical Analysis with a grade of "B" or better.
- Students in the IT track must be proficient in the use of SAS in the foundation statistics course(s).

Certificate Completion

To complete the BA Certificate Program, students must meet the following requirements:

- Overall GPA of 3.0 in the Business Analytics Certificate Program;
- Cannot have any grades below at "C".

Business Analytics Graduate Certificate Program Policies

Admission

To be admitted to the Business Analytics Graduate Certificate Program in either track, students must meet the following requirement:

Completion of at least a bachelor's degree or equivalent from an accredited institution of higher learning with a GPA of 3.0 or better.

Prerequisites for the Program

1. Demonstrated technology proficiency by satisfying ONE of the following conditions:

- Earn a grade of "B" or better in course work equivalent to Rider's CIS 185 Information Systems Essentials at an accredited four-year institution within six years prior to the semester admitted; OR
- Complete PMBA 8010 Information Technology Proficiency with a grade of "B" or better; OR
- Take the proficiency exam for PMBA 8010 with a grade of "B" or better.

Courses and Descriptions

PMBA 8051 Fundamentals of Statistical Analysis 3 Credits

Covers basic statistical techniques useful in business decision making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

Prerequisite(s): MSD 105 (or equivalent).

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

NOTE: PMBA 8902 Independent Study in Business Administration will be in Business Analytics and will involve teaching students to write SAS programs, manipulate data using SAS DATA and procedure steps to access, transform, and summarize SAS data sets. The course also provides a review of the five exam content areas in the SAS Base Programmer Certification Exam, including importing and exporting raw data files; manipulating and transforming data, combining SAS data sets, creating basic detail and summary reports using SAS procedures, and identifying and correcting data syntax and programming logic errors.

Corporate Finance M.S.

Program Overview

Rider's Master of Science in Corporate Finance is designed to prepare students for a leadership role in managerial finance in a corporate setting. Our program capitalizes on the strengths of Rider's AACSB-accredited Accounting program and nationally-ranked Finance program, allowing students to develop and practice skills that can lead to success in the corporate environment. Our distinctive managerial and accounting emphasis will put students on a track to become a CFO. Through our program, students will become adept at synthesizing financial and accounting data, and using modeling to recommend financial strategies that impact high-level business decisions.

Curriculum Overview

The Rider MS in Corporate Finance curriculum includes pre-required and core classes. Depending on the background of the individual student, completion of the degree may require between 30-40.5 credits.

Rider's College of Business Administration is accredited by the AACSB International (<http://www.aacsb.edu>) (Association for the Advancement of Collegiate Schools of Business), a distinction held by fewer than 4% of business programs worldwide.

Classes for the program are offered in the evening, Monday through Thursday, and online courses. Students may enter the program in the fall, spring and summer semesters and can elect to pursue the MS in Corporate Finance on a full or part-time basis. Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well.

Degree Offered

Master of Science in Corporate Finance

Contact

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Program Requirements

(30 credits)

The Master of Science in Corporate Finance program consists of 30 semester hours at the graduate level. The courses in the program provide a depth of knowledge and skills in three main areas: managerial accounting and financial statement analysis, corporate finance, and investments and legal/ethical aspects of management. Students may also be required to take an additional 10.5 credit hours of pre-program requirement based on their educational and professional experience.

Code	Title	Credits
MACC 652	Analysis of Accounting Data	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8324	Financial Accounting & Report	3
PMBA 8325	Enterprise Risk Management	3
PMBA 8341	Corporate Treasury Management	3
PMBA 8343	Investment Instruments and Strategies	3
PMBA 8345	International Financial Management	3
PMBA 8346	Financial Modeling	3
Total Credits		30

Preliminary Requirements

Students may also be required to take an additional 10.5 credit hours of pre-program requirement based on their educational and professional experience. Waiver of these courses follows the guidelines defined under the Waiver of Courses section.

Code	Title	Credits
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
PMBA 8051	Fund of Statistical Analysis	3
Total Credits		10.5

Business Writing Requirement

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

Each student who enters the a Graduate Business degree program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 60-minute test in which students write a passage in response to a prompt.
The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and

Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including Rider writing lab, online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

MS in Corporate Finance –Waiver of Courses

A waiver of a course from pre-program requirements may be granted under the following conditions:

- If the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student has achieved a "B" or better in the equivalent course or sequence of courses.
- If the student has achieved a "B" or better in an equivalent course (at an accredited four-year institution) or a graduate course within six years prior to the semester admitted.
- Based on a combination of previous education and work experience at the Associate Dean for Graduate Programs' discretion.
- With the approval of the Associate Dean for Graduate Programs, students may take proficiency exams to test out of the pre-program 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 a 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 Associate Dean for Graduate Programs within the first semester of the program.

Core Course Waivers

Students with undergraduate coursework in accounting may be able to substitute electives for PMBA 8220 and PMBA 8324 in the following situations so as not to duplicate course work content:

1. Students who took the equivalent ACC 302 Cost Management and meet the waiver guidelines list above with a B or better, may waive PMBA 8220 Strategic Accounting for Manager and replace it with a PMBA or MAcc elective.

2. Students who took the equivalent ACC 310 Acct Theory & Concepts I AND ACC 311 Acct Theory & Concepts II and meet the waiver guidelines list above with a B or better, may waive PMBA 8324 Financial Accounting & Report and replace it with a PMBA or MAcc elective.

Courses and Descriptions

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8324 Financial Accounting & Report 3 Credits

Focus is on analysis and evaluation of alternative accounting methods and the relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet research. Cases demonstrating financial reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process.

Prerequisite(s): PMBA 8020 and PMBA 8040.

PMBA 8325 Enterprise Risk Management 3 Credits

This course explores current issues and world-class practices of risk management at an organizational level. Emphasis will be placed on the overall risk management cycle of identifying, assessing, responding and managing strategic, reputational, financial and operational risks using contemporary risk management tools.

Prerequisites: ACC 302 or PMBA 8220.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

Executive MBA (EMBA)

Program Overview

The Executive MBA is a 46.5-credit, 14-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. 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 multiple coaches who work with students individually throughout the 14-month program to develop essential management, leadership, time management, stress management, and personal career development skills.

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 Rider faculty to lend their personal insight to classroom discussion during several of the courses in the “advanced executive session” portion of the program.

International Experience

The international experience includes up to two weeks traveling in one or more 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 a up-close look at how business is handled in some of the world’s most dynamic markets.

Cost

The cost of the program is all-inclusive, covering tuition, food, fees, and the international study experience. Students are responsible for purchasing their own textbooks.

Application Procedures

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

- Obtain and complete an application for admission from the Office of Graduate Admission or online at <https://www.rider.edu/emba/apply>.

- Submit your resume, statement of aims and objectives, and two work-related recommendations (employer or another business-related resource) to the Office of Graduate Admission.
- Arrange to have an official transcript(s) sent to the Office of Graduate Admission from every institution of higher learning attended (including Rider University). A transcript should be sent even if only one course was taken at the institution. Only official transcripts will be accepted. Transcripts sent to the student are not acceptable unless they are sealed in the original envelope when received by the Office of Graduate Admission.
- 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.
- Upon submission of all application materials, applicants will be asked to take part in an admissions interview with the Director of the Executive MBA Program.

Application Deadlines

The application deadline for application to the EMBA program is July

1. Applications received after the official deadlines may be given consideration at the discretion of the College of Business Administration.

Contact

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Program Requirements

(46.5 credits)

Code	Title	Credits
Integrated Business Foundation		
EMBA 9001	Top Management Perspective	3
EMBA 9220	Financial Accounting	3
EMBA 9230	Economics Principles	1.5
EMBA 9231	Economic Analysis and Decision Making	3
EMBA 9240	Corporate Finance	3
EMBA 9250	Statistical Analysis for Bus	3
EMBA 9251	Service/Product Management	3
EMBA 9260	Strategic Marketing	3
EMBA 9270	Management/Team Skills	3
Advanced Topics		
EMBA 9271	Leadership	3
EMBA 9301	Corp Governance Legal Ethical Issues	3
EMBA 9302	Corporate Performance Evaluation	3
EMBA 9303	Intl Bus Seminar W/ Travel Exp	3
EMBA 9310	Information Technology and Management	3
EMBA 9362	Product Development and Commercializati	3

EMBA 9880	Strategic Management: a Capstone Course	3
Total Credits		46.5

Note: There are no course waivers granted for the EMBA program.

EMBA 9001 Top Management Perspective 3 Credits

This team-taught course will serve as the initial course of the EMBA program. The course will take place over three weekends. Top managers will also attend and provide their perspectives to students and faculty in attendance. This course will explore the “art” of case study analysis. Students will focus on identifying, analyzing, and resolving issues from a top management perspective. This course will consider various issues confronted by top managers and heavily emphasizes contemporary cases that illustrate a wide range of management issues. By having the course team-taught by a faculty member and an Executive-in-Residence, both the academic and applied aspects of business will be represented in the classroom. This sets the tone for the approach and philosophy of the entire program - a blending of business theory with real world application. Another of the course’s purposes is to allow the students to get to know one another, become acquainted with the faculty who will be teaching in the program, and receive an overview of the material that will be covered.

EMBA 9220 Financial Accounting 3 Credits

This course provides a managerially-oriented focus on the aspects of financial accounting most relevant to business decision makers. Students will develop the ability to read, analyze, and interpret financial information for decisions regarding operating, investing, and financing activities as well as serving as a foundation for more advanced analysis in areas such as credit and equity decisions.

EMBA 9230 Economics Principles 1.5 Credits

This course focuses on how markets work in different settings (structures). The course begins by establishing basic relationships between consumer behavior and demand, and production costs and supply. The remainder of the course focuses on profit-maximizing strategies in different market structures (perfect competition, monopoly, and imperfect competition). Also, this course provides an introduction to the basic economic concepts to prepare students for EMBA 9231, Economic Analysis and Decision Making.

EMBA 9231 Economic Analysis and Decision Making 3 Credits

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

EMBA 9240 Corporate Finance 3 Credits

This course introduces modern corporate finance principles that today’s managers should know. Its purpose is to give students a thorough introduction to the theory and practice of financial management. The course reviews the principles executives need to acquire to manage for value creation. Topics covered include valuation of securities, capital budgeting, cost of capital, capital structure, and value-creating decisions in a global environment.

EMBA 9250 Statistical Analysis for Bus 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/Product 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/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 Corp Governance Legal Ethical Issues 3 Credits

This team-taught course provides an overview of corporate governance. The governance structure specifies the distribution of rights and responsibilities among different participants in the corporation, such as the board of directors, managers, shareholders, and other stakeholders. In this course, students will discuss the importance of corporate governance and the roles of various stakeholders in the governance structure. Conflicts of interest that arise between the stakeholders and approaches to mitigate those conflicts will be a central focus of the course. Because corporate governance plays an integral role in creating a culture in which ethical behavior is the norm, this course will also focus on identifying, analyzing, and resolving ethical dilemmas in business. The course will consider ethical issues confronted by managers and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues.

EMBA 9302 Corporate Performance Evaluation 3 Credits

This team-taught course emphasizes to executives that shareholder value creation should be an enduring focus of concern because value is the foundation of survival and prosperity for the enterprise. The course introduces multiple perspectives in evaluating the performance of the firm. Among them are management control systems, financial statement analysis, cash flow analysis, and the balanced score card (BSC) including Economic Value Added. The nature of these approaches to evaluation draws from the disciplines of accounting and finance. Structuring the course as a team-taught course in which instructors from both of these disciplines will be present helps to ensure that students will receive a comprehensive and integrated understanding of the course topics. Students will experience using real-world cases in evaluation.

EMBA 9303 Intl Bus Seminar W/ Travel Exp 3 Credits

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

EMBA 9309 Special Topics 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9310 Information Technology and Management 3 Credits

This course enables current and future senior executives to gain a strategic perspective of information technology resources within the organization. The focus is on opportunities and challenges associated with managing technological resources as well as how the effective management of information technology can improve competitive positioning and operational performance. Course format will be a combination of lectures, guest speakers, case studies, and hands-on exercises. Experiential learning opportunities will allow students to work with real-world case studies using relevant technologies.

EMBA 9362 Product Development and Commercialization 3 Credits

The purpose of this course is to provide an in-depth overview of the Product Development and Commercialization (PD&C) process. This will be done through the analysis of cases that describe actual PD&C as well as innovation problems faced by a variety of organizations (e.g. consumer, health care service). Topics covered include innovation funding, opportunity analysis, common PD&C challenges and issues, and the interface among various disciplines to achieve best-in-class PD&C strategies.

EMBA 9880 Strategic Management: a Capstone Course 3 Credits

The capstone course focuses on the elements required to make effective strategic decisions in organizations with reference to the impact these decisions have on all stakeholders. The purpose of this course is to provide students with an understanding of the strategy process through an analysis of how a firm develops a mission, vision, and establishes a sense of purpose while simultaneously monitoring the external environment for emerging opportunities and threats. Topics focus on real-world cases, the evolution of strategic management processes, and strategies for a global world.

EMBA 9900 Leadership Edge 0 Credits

This course is structured as pass/fail. It provides students at, or aspiring to, executive positions within their organization's career, leadership and management development with a real-time, practical approach to leadership. This differentiator and developmental component is referred to as "The Leadership Edge." Students will reflect on self-assessments completed as part of the program. They are then able to leverage the Leadership Edge experience by pursuing different methods of developing career, leadership, and management competencies to fill identified gaps. Opportunities for development are met through group sessions and student participation in individual (private) coaching or group seminars to discuss personal career and organizational situations. The choice of which avenue is taken (individual or group) is made on an integrated group basis.

EMBA 9906 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9907 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9908 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9909 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Forensic Accounting Graduate Certificate

Program Overview

Over the last four decades, the field of forensic accounting has grown tremendously as increased federal legislation and more stringent auditing standards have helped to make the detection, prevention and prosecution of financial fraud a priority.

Career opportunities in forensic investigation include positions in the government, public accounting, insurance, law, business and non-profit sectors. The role of forensic accountants is far-reaching: these skilled professionals combine their accounting knowledge with critical investigative and analysis skills. They help to manage and reduce risk; identify and prosecute criminal activities such as embezzlement or illegally obtained funds; and advise on critical financial transactions from mergers and acquisitions to bankruptcy proceedings.

For the convenience of professionals, Rider's 12-credit Forensic Accounting Graduate Certificate program is offered in a variety of delivery formats: all-online, blended or on-campus evening classes. Classes are offered year-round with start dates in the spring, summer and fall.

You can complete the certificate in as little as two semesters, acquiring the skills to identify, collect and examine evidence for accounting fraud and abuse. Learning outcomes are:

- Identify, detect and prevent common fraud schemes and fraudulent financial reporting
- Recognize misappropriation of assets and corruption
- Gather and deliver evidence for the purpose of litigation
- Support fraud cases through documentation and analysis for litigation support
- Understand how internal control systems minimize or mitigate the potential for fraud including control frameworks and specific control procedures

Completion of the Certificate

You must achieve an overall GPA of 3.0 in the program, with no grades earned below a "C", to earn the certificate.

Degree Offered

- Certificate in Forensic Accounting

Contact

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Program Website: <https://www.rider.edu/forensicacct>
Related Programs

- Master of Accountancy (MAcc) (p. 781)
- Business Analytics Graduate Certificate (p. 723)

Program Requirements

(12 credits)

The Forensic Accounting Graduate Certificate requires students to complete four graduate-level courses (12 credit hours) to complete the program.

Prerequisites for the Program

Before beginning the program students must demonstrate technology proficiency by satisfying ONE of the following conditions:

1. Earn a grade of "C" or better in ACC 310 and ACC 311, or similar coursework at an accredited four-year institution taken within six years prior to the semester admitted; or
2. Complete PMBA 8020 with a grade of "B" or better AND PMBA 8324 with a grade of "C" or better.

Code	Title	Credits
MAcc 663	Fraud and Forensic Accounting	3
MAcc 665	Fraud Detection and Deterrence	3
MAcc 667	Business Valuations: Fundamentals, Techniques and Theory	3
PMBA 8312	Business Intelligence Tech-Data Mining	3
Total Credits		12

Courses and Descriptions

MAcc 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MAcc 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MAcc 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MAcc 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions.

This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

Master of Accountancy (MAcc)

Program Overview

The Master of Accountancy develops technical skills and competencies for a successful career path and meets the 150 credit-hour requirements for CPA licensure. Students may choose to develop a career path in public accounting or in accounting for corporate, financial or governmental entities through elective course offerings.

Most full-time students enter the MAcc directly after completing their undergraduate degree and take sections of the CPA exam during their graduate studies. Most part-time students in the program are employed in professional or managerial positions and bring business experience to

share. In addition, there are numerous internship opportunities for MAcc students.

Curriculum Overview

Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well. The program has earned the AACSB Accounting accreditation (https://www.aacsb.edu/accreditation/accredited-members/global-listing?F_Accreditation=Business&F_SchoolName=rider+university), the international standard of excellence in accounting and business education that is held by less than 3% of accounting programs worldwide.

Classes are offered in the evening, Monday through Thursday, with some afternoon and online sessions. All pre-required courses are offered during the fall, spring and summer semesters. Students can pursue the MAcc on a full or part-time basis.

Students may also select electives to concentrate in a particular area of interest, though concentrations are not required. This approach allows MAcc students to customize their degree.

Degree Offered

- Master of Accountancy

Contact

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Program Website: www.rider.edu/macc (<http://www.rider.edu/macc>)

Associated Department: Department of Accounting

Related Concentrations

- Business Analytics (p. 865)
- Finance (p. 865)
- Forensic Accounting (p. 865)
- International Business (p. 865)

Master of Accountancy Program Requirements

The MAcc program consists of 30 semester hours at the graduate level, (MAcc and PMBA only). At least 15 semester hours are in accounting courses and the remaining semester hours are to be taken as MBA or MAcc electives. Please refer to the MBA course descriptions for a listing of PMBA elective courses. MAcc students may elect to use both MAcc and MBA electives to create concentrations. See the "Concentration" section provided in this catalog. Required graduate accounting courses are offered each semester. Graduate accounting electives are typically offered on a three-semester rotational basis. Students may also be required to take an additional 25.5 credit hours of pre-program requirements based on their educational and professional experience.

(30 credits)

Code	Title	Credits
Upper Level Required Accounting Courses		
MAcc 650	Seminar in Federal Taxes	3
MAcc 652	Analysis of Accounting Data	3

MAcc 654	Issues in Financial Reporting	3
MAcc 656	Interntnl Dimensions of Acct	3

Elective Courses

Students must take 18 credit hours of graduate business electives (MBA and MAcc) with at least one MAcc elective from those listed below.

MAcc 658	Govt & Not for Profit Acctng	
MAcc 662	Auditing Practice & Problems	
MAcc 663	Fraud and Forensic Accounting	
MAcc 664	Issues in Managerial Accounting	
MAcc 665	Fraud Detection and Deterrence	
MAcc 667	Business Valuations: Fundamentals, Techniques and Theory	
MAcc 670	Accounting Internship (requires prior approval of the Accounting Department Chairperson)	
MAcc 690	Special Topics: Entrp Risk Mgt	

Total Credits 30

Note: Because Rider has earned AACSB Accounting accreditation, students who graduate with the MAcc degree are deemed to have met educational requirements to sit for the CPA exam in any state. We strongly encourage students planning to take the exam to consider the following elective courses: Business Law (PMBA 8491), Govt & Not for Profit Acctng (MAcc 658), Issues in Managerial Accounting (MAcc 664) and Auditing Practice & Problems (MAcc 662).

Preliminary Requirements

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 be eligible to 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 be eligible to waive the Business Core Requirements and the Accounting Core Requirements.

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

Business Core Requirements

7.5 credits (for students with a non-business undergraduate degree or outdated course work that does not meet the waiver requirements). See the communications requirement noted below.

Code	Title	Credits
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
Total Credits		7.5

Business Writing Requirement

One objective of the MAcc program is to develop strong written communication skills. This will be done both formally, through a class for those not demonstrating a level of proficiency expected for business

professionals, and informally for all students through faculty review of student-prepared course materials such as research reports, case study write-ups and papers.

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 60-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including Rider writing lab, online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

Accounting Core Requirements

18 credits (for non-accounting business undergraduate degree or course work that does not meet the waiver requirements)

Code	Title	Credits
ACC 302	Cost Management	3
ACC 310	Acct Theory & Concepts I	3
ACC 311	Acct Theory & Concepts II	3
ACC 400	Principles of Auditing	3
ACC 405	Acct Problems & Practice	3
ACC 410	Fund of Federal Taxation	3
Total Credits		18

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:

- If the student has graduated from an AACSB-accredited business program within five years prior to the semester admitted, and the student achieved a "B" or better in the equivalent course or sequence of courses.

- If the student has achieved a "B" or better in an equivalent undergraduate course (at an accredited four-year institution) or graduate course (at an AACSB-accredited university) within six years prior to the semester admitted.
- Based on a combination of education and work experience at the discretion of the Associate Dean of Graduate Programs.
- With the approval of the Associate Dean for 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 the first two conditions above, provided 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 Associate Dean for Graduate Programs within the first semester of the program.

The Rider MAcc is designed to be completed in one year by the student who has met all the prerequisite requirements with previous coursework in business and plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the Graduate Academic Coordinator, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MAcc 650	Seminar in Federal Taxes	3
MAcc 654	Issues in Financial Reporting	3
	MAcc Elective*	3
	MAcc or PMBA Elective*	3
Semester Credit Hours		12
Spring Semester		
MAcc 652	Analysis of Accounting Data	3
	MAcc or PMBA Elective*	3
	MAcc or PMBA Elective*	3
	MAcc or PMBA Elective*	3
Semester Credit Hours		12
Summer Semester		
MAcc 656	International Dimensions of Accounting	3
	MAcc or PMBA Elective*	3
Semester Credit Hours		6
Total Credit Hours for Graduation		30

* Students planning to take the CPA exam should consider the following elective courses:

- MACC 662 Auditing Practice & Problems
- MACC 658 Governmental and Not-for-Profit Accounting
- PMBA 8491 Business Law
- MACC 664 Issues in Managerial Accounting

Students may also choose to earn a concentration by taking three of their electives in one of the following areas.

- Fraud and Forensic Accounting
- Business Analytics
- Global Business
- Finance

Courses and Descriptions

MACC 650 Seminar in Federal Taxes 3 Credits

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

Prerequisite(s): completion of ACC 410 Fundamentals of Federal Taxation.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

MACC 654 Issues in Financial Reporting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements.

MACC 656 International Dimensions of Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course applies to the Global Business concentration.

MACC 658 Governmental and Not-for-Profit Accounting 3 Credits

This course provides an in-depth study of the concepts, objectives and techniques of the evolving field of accounting for nonprofit institutions and organizations. Areas emphasized include municipal and state governmental units, hospitals, colleges and universities and service organizations. Problems, cases and selected readings are employed.

Prerequisite(s): completion of PMBA 8020 or Preliminary Accounting requirements.

MACC 662 Auditing Practice & Problems 3 Credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion.

Prerequisite(s): ACC 400 Principles of Auditing.

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 664 Issues in Managerial Accounting 3 Credits

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

Prerequisite(s): completion of ACC 302 Cost Management or PMBA 8220 Strategic Accounting for Managers; this course applies to the Corporate Accounting for Managers concentration.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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 668 Enterprise Risk Management 3 Credits

This course explores current issues and world-class practices of risk management at an organizational level. Emphasis will be placed on the overall risk management cycle of identifying, assessing, responding and managing strategic, reputational, financial and operational risks using contemporary risk management tools.

Prerequisites: ACC 302 or PMBA 8220.

MACC 670 Accounting Internship 3 Credits

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

MACC 690 Special Topics 3 Credits

The study of a timely topic that represents a dimension of business administration or accounting that not covered in a regular course. Such a topic may be offered by the Accounting Department. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Master of Business Administration (MBA)

Program Overview

In recent years, businesses have become more global in their outreach, increasingly driven by analytics in their decision making and progressively more entrepreneurial in their approach. These shifts in business have lead to a need for business professionals to regularly make decisions outside of their functional areas of operation and be better problem solvers and decisions makers who understand how their actions impact the entire organization and the competitive landscape. The Rider MBA program provides advanced preparation for successful participation in a rapidly changing world. Students are exposed to real-world situations that encourage them to question and analyze.

Curriculum Overview

The Rider MBA classes include prerequisite, core and elective classes. Depending on the background of the individual student, completion of the degree will require between 33 and 52.5 credits. The MBA program is accredited by the AACSB International (<http://www.aacsb.edu>) (Association for the Advancement of Collegiate Schools of Business), a distinction held by fewer than 4% of business programs worldwide.

Classes are offered in the evening, Monday through Thursday, with some afternoon and online sessions. All prerequisite courses are offered during the fall, spring and summer semesters. Students can pursue the MBA on a full or part-time basis. Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well.

Students may also select electives to concentrate in a particular area of interest, though these concentrations are not required. This approach allows MBA students to customize their degree.

Degree Offered

- Master of Business Administration

Contact

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Program Website: www.rider.edu/mba (<http://www.rider.edu/macc>)

Related Concentrations

- Business Analytics (p. 865)
- Finance (p. 865)
- Forensic Accounting (p. 865)
- International Business (p. 865)

Program Requirements

Course Requirements

The MBA Program requires a core of 27 credit hours of Breadth course requirements and 6 credit hours of elective courses. Students may also be required to take up to an additional 19.5 credit hours of Pre-Program requirements based on their educational and work experience. A student must complete between 33 and 52.5 semester hours for the MBA, depending on the number of Pre-Program courses that are waived.

To enrich the MBA degree, students may take electives in the areas of global business, finance, computer information systems, management, entrepreneurship, business analytics, or forensic accounting.

Breadth Course Requirements

Code	Title	Credits
PMBA 8210	Information Technology Management	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8880	Strategic Management	3

Elective Courses

Students are required to complete 6 semester hours of electives to complete the program requirements.¹

Total Credits	33
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¹ Students pursuing a concentration as part of their degree will need to complete 9 semester hours of electives by taking an additional elective.

Pre-Program Requirements – Courses

(19.5 credits for non-business undergraduates or business undergraduates with outdated course work or course work that did not meet waiver standards)

Code	Title	Credits
PMBA 8000	Executive Communications	1.5
PMBA 8010	Information Technology Proficiency	1.5
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
PMBA 8050	Introduction to Calculus	1.5
PMBA 8051	Fund of Statistical Analysis	3

PMBA 8052	Models and Methods of Operations Mgt	1.5
PMBA 8060	Basic Marketing Principles	1.5
PMBA 8070	Management: Theory & Application	1.5

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 30-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

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:

- If the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student has achieved a "B" or better in the equivalent course or sequence of courses.
- If the student has achieved a "B" or better in an equivalent course (at an accredited four-year institution) or a graduate course within six years prior to the semester admitted.
- Based on a combination of previous education and work experience at the Associate Dean for Graduate Programs' discretion.
- With the approval of the Associate Dean for Graduate Programs, students may take proficiency exams to test out of the pre-program

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 a 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 Associate Dean for Graduate Programs within the first semester of the program.

PMBA 8000 Executive Communications

All students in the MBA program are required to take the Executive Communications course, PMBA 8000 or take the waiver exam. The waiver 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.

MBA Breadth Course Waivers

It is possible for students to substitute an elective for an MBA Breadth course in the following situations, so as not to duplicate course work that may have been done as undergraduates:

- Students who graduated in the last five years as marketing majors and had at least a 3.0 in their marketing courses will not need to take PMBA 8260 Mkt Analysis & Decision Making. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years as accounting majors who graduated with at least a 3.0 in their accounting courses, will not need to take PMBA 8220 Strategic Accounting for Manager. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years with an undergraduate degree in Information Systems/Technology, Computer Science or Electrical Engineering with at least a 3.0 GPA in their major area courses and have at least five years professional experience in IS/IT and strategy, OR for students with a graduate degree in Information Systems/Technology, Computer Science or Electrical Engineering and over five years professional experience in IS/IT and strategy will not need to take PMBA 8210 Information Technology Management. In its place, students must take an elective from either the MBA or MAcc program.
- Students who graduated in the last five years as supply chain majors and had at least a 3.0 in their supply chain courses will not need to take PMBA 8250 Operations & Supply Chain Management. In its place, students must take an additional elective from the MBA or MAcc programs.

The Rider MBA is designed to be completed in one year by the student who has met all the prerequisite requirements with previous coursework in business and plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the Graduate Academic Coordinator, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
PMBA 8230	Managerial Economics	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
Semester Credit Hours		12
JTerm		
PMBA 8000	Executive Communications	1.5
Semester Credit Hours		1.5
Spring Semester		
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA or MAcc Elective		3
Semester Credit Hours		12
Summer Semester		
PMBA 8210	Information Technology Management	3
PMBA 8880	Strategic Management	3
PMBA or MAcc Elective		3
Semester Credit Hours		9
Total Credit Hours for Graduation		34.5

Course Descriptions

PMBA 8000 Executive Communications 1.5 Credits

This course will provide students with knowledge, skills, and techniques to further develop their presentation skills. This course, which is taught in a workshop style, challenges the students to improve their formal presentation skills, increase the impact of their presentations, and strengthen their confidence. Students will be introduced to different media tools that will support them in advancing their speaking and presentation skills.

PMBA 8010 Information Technology Proficiency 1.5 Credits

Computing proficiency requires understanding implications of advanced information technologies and the ability to successfully apply these technologies in an increasingly global society. This course will enable students to effectively use specific information systems tools (spreadsheet and database management) to begin to design applications for effective decision making.

PMBA 8020 Fundamentals of Accounting 3 Credits

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

PMBA 8030 Economic Analysis 3 Credits

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level. Topics include an analysis of markets, the nature and characteristics of producer behavior, the theory of pricing in competitive and non competitive markets, and their welfare effects. At the macro level, coverage of the economy in the short run deals with economic fluxuations, fiscal policy, and monetary policy. An examination of the economy in the long run covers factors effecting economic growth.

PMBA 8040 Basic Financial Principles 1.5 Credits

The central unifying theme of this course is valuation. Valuation is the basis for decisions in all major areas of finance. This course begins with a discussion of basic concepts including time value of money and its application for valuation of stocks and bonds and analysis of risk and return. Further application of valuation for capital investment projects made by a firm is explored by introducing the techniques of capital budgeting.

PMBA 8050 Introduction to Calculus 1.5 Credits

This course has been designed to prepare students for courses in the MBA program in which calculus is used. Topics include limits, derivatives, functions of two or more independent variables and maxima and minima in one and two independent variable(s).

PMBA 8051 Fundamentals of Statistical Analysis 3 Credits

Covers basic statistical techniques useful in business decision making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

Prerequisite(s): MSD 105 (or equivalent).

PMBA 8052 Models and Methods of Operations Management 1.5 Credits

This course provides students with some of the most frequently used quantitative tools necessary in analyzing and resolving issues and problems in managing service and/or manufacturing operations. These tools are required in PMBA 8250 Operations and Supply Chain Management, and may also be used in other PMBA courses such as Economic Analysis and Decision Making, and Business Intelligence.

PMBA 8060 Basic Marketing Principles 1.5 Credits

The purpose of this course is to provide students with an operational understanding of basic marketing principles and concepts. This will be done through interactive exercises and discussions based both on primary source and textbook readings as well as discussions and critical examinations of current marketing practices in companies and industries of interest to the students. Topics covered include environmental analysis, target marketing, product and service strategy, integrated marketing communications, channels of distribution, pricing practices, and the interface between marketing and corporate strategic planning.

PMBA 8070 Management: Theory & Application 1.5 Credits

A foundation course that provides an introduction to the theory and practice of management. The management functions of planning, organizing, leading, and controlling provide an organizing framework for examining current management challenges (e.g. globalization, ethics, diversity, and multidimensional organizational structures).

PMBA 8210 Information Technology Management 3 Credits

This course introduces the theory and practice of Information and Communication technologies deployment in organizations. This includes planning, analysis, design, and implementation of computer-based management information systems (MIS). The course emphasizes an understanding of emergent cutting-edge technological phenomena and the effect of information systems on the practice of management.

Prerequisite(s): Completion of PMBA 8010.

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8230 Managerial Economics 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8250 Operations & Supply Chain Management 3 Credits

This course provides MBA students with the current knowledge and practice of operations and global supply chain management. Supply chain management has become one of the most important and talked about topics in business in recent years. Many companies have realized that they can reduce their costs, increase profits, and increase customer satisfaction by improving their supply chain practices. It is also evident that most supply chains extend beyond the borders on the U.S., and consequently, have global components and challenges. This course is designed to prepare students to meet operations and supply chain related challenges in their careers.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8260 Mkt Analysis & Decision Making 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8270 Adv. Organizational Behavior 3 Credits

A study of key individual, group, and organizational processes. At the individual level, the focus is on different personalities, job attitudes, and work motivation. The implication of individual factors is then considered in a team context focusing on the processes of communication, influence, conflict, and leadership. Finally, we examine the impact of organizational culture and change on workplace behavior. In order to integrate the individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8303 International Business Study Tour 3 Credits

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

in our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8319 Selected Topics in CIS 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8321 Managerial Taxation and Strategy 3 Credits

This course is designed for students who are embarking on (or already in) careers in investment banking, corporate finance, strategy consulting, money management, or venture capital. The focus of the course comes from integrating the tax law with the fundamentals of corporate finance and microeconomics.

Prerequisite(s): PMBA 8020.

PMBA 8324 Financial Accounting & Report 3 Credits

Focus is on analysis and evaluation of alternative accounting methods and the relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet research. Cases demonstrating financial reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process.

Prerequisite(s): PMBA 8020 and PMBA 8040.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8347 Portfolio Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8348 Fixed Income Securities and Alternative Investments 3 Credits

This is an introductory course in fixed income securities and alternative investments. The first part of the course covers the markets for fixed income securities and their derivatives. Valuation of these securities and determination of the risk inherent in these securities are discussed. Methods for managing that risk, such as hedging and credit derivatives, are also discussed. The second part of the course covers a variety of alternative investments, including real estate funds, venture capital, hedge funds, and commodities. Valuation of these investments and determination of their risk are discussed. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8349 Personal Financial Planning 3 Credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8365 International Marketing Management 3 Credits

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8369 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): Completion of PMBA 8060.

PMBA 8371 Human Resource Management 3 Credits

This course is an introduction to the field of human resource management (HRM). The goal is to provide students with an understanding of current corporate HR practices. Common HR problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as strategic HR planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches include discussions, case studies, exercises, small group activities, and lectures.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8372 Management Skills 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8375 International Management 3 Credits

This course focuses on the complexities of working and managing in a global business environment. Emphasis is placed on cross-cultural awareness, international communication, and negotiations. Students will explore the effect of culture on organizational behavior, managerial decision making, and global leadership. This course applies to the Global Business concentration.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8383 Entrepreneurship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8384 Consulting for New and Small Ventures 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of instructor.

PMBA 8385 New Venture Launch 3 Credits

Students will start and run a new venture while under the supervision and guidance of faculty. Students will take a business plan they have developed and execute it. This is an opportunity to experience the launch process and learn hands-on how to adapt to the marketplace. Some businesses started in this class may also be eligible to receive venture funding from Rider.

PMBA 8386 Green Entrepreneurship 3 Credits

This course is both a traditionally academic graduate course and a practical, case study based, business development course. Lectures will present the scientific, technical, financial, and business underpinnings required to understand the rationale for and the range of solutions possible that businesses can utilize when initiating or developing sustainable practices or new entrepreneurs can consider as they develop new businesses. Students will be learning about real business examples and discussing how the technical aspects of sustainability interact with the more practical and immediate demands of running a business – making a profit and maintaining positive cash flow while acting ethically.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

PMBA 8880 Strategic Management 3 Credits

This course provides an understanding of the strategic management process. Students will analyze and discuss concepts and cases 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.

Prerequisite(s): All other MBA breadth courses.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

PMBA 8905 Internship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of the Associate Dean of Graduate Programs.

PMBA 8906 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8907 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8908 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8909 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

Online MBA

Program Overview

The Rider Online MBA program is designed to offer flexibility, convenience, and value to students preparing for advanced careers as decision makers in a rapidly changing world. Students are provided with a broad understanding of overall business concepts and operations, moving from a "one-dimensional" focus to one that mirrors the complexity of today's business enterprise. By utilizing the case study approach to analyze real-world situations, students are encouraged to question, apply business knowledge and develop informed decisions.

This program is accredited by the AACSB International (<http://www.aacsb.edu>) (Association for the Advancement of Collegiate Schools of Business), a distinction held by fewer than 4% of business programs worldwide.

Curriculum Overview

The Rider Online MBA classes include prerequisite, breadth and elective classes that provide the same knowledge and experience as in-person MBA courses. Depending on the background of the individual student, selected prerequisite courses may be waived, leaving students with between 33 and 52.5 credits to complete the degree. Starting in fall, spring or summer semesters, students may complete the MBA on a full-time basis in as few as 12 months or on a part-time basis in as few as 24 months. Courses are taught in small sections, usually by full-time faculty holding doctoral degrees. Faculty are engaged in research in their fields and have business experience as well. There is a required online orientation before a student can begin in the program.

To enrich the MBA degree, students may take electives in the areas of global business, finance, computer information systems, management, entrepreneurship, business analytics, or forensic accounting.

Degree Offered

- MBA Master of Business Administration

Contact

Mrs. Jean Cherney

Graduate Business Academic Coordinator

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Program website www.rider.edu/mba (<http://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-business-programs/online-mba-master-of-business-administration>)

Associated Department: Business Administration (<https://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-programs>)

Related programs

- Executive MBA (p. 832)
- Master of Accountancy (p. 781)
- Master of Science in Corporate Finance (<https://www.rider.edu/academics/colleges-schools/college-business-administration/graduate-programs/ms-corporate-finance>)

Online MBA Program Requirements

(33 credits)

The Online MBA Program requires a core of 27 credit hours of breadth course requirements and six (6) credit hours of elective courses. Students may also be required to take up to an additional 19.5 credit hours of pre-program requirements based on their educational and work experience. To enrich the MBA degree, students may take electives in the areas of global business, finance, computer information systems, management, entrepreneurship, business analytics, or forensic accounting.

Breadth Course Requirements

Code	Title	Credits
PMBA 8210	Information Technology Management	3
PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA 8260	Mkt Analysis & Decision Making	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
PMBA 8880	Strategic Management	3
Elective Courses		
Students are required to complete 6 semester hours of electives to complete the program requirements. ¹		6
Total Credits		33

¹ Students pursuing a concentration as part of their degree will need to complete 9 semester hours of electives by taking an additional elective.

Pre-Program Requirements

(19.5 credits for non-business undergraduates or business undergraduates with outdated course work or course work that did not meet waiver standards)

Code	Title	Credits
PMBA 8000	Executive Communications	1.5
PMBA 8010	Information Technology Proficiency	1.5
PMBA 8020	Fundamentals of Accounting	3
PMBA 8030	Economic Analysis	3
PMBA 8040	Basic Financial Principles	1.5
PMBA 8050	Introduction to Calculus	1.5
PMBA 8051	Fund of Statistical Analysis	3
PMBA 8052	Models and Methods of Operations Mgt	1.5
PMBA 8060	Basic Marketing Principles	1.5

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 30-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

1. Complete a business/workplace writing course at a U.S. accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
2. Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including Rider writing lab, online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; s/he may continue to enroll in pre-program courses.

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

Waiver of Pre-Program Courses

A waiver of a course from pre-program requirements may be granted under the following conditions:

- If the student has graduated from an AACSB-accredited business program within five years prior to semester admitted, and the student has achieved a "B" or better in the equivalent course or sequence of courses.
- If the student has achieved a "B" or better in an equivalent course (at an accredited four-year institution) or a graduate course within six years prior to the semester admitted.
- Based on a combination of previous education and work experience at the Associate Dean for Graduate Programs' discretion.
- With the approval of the Associate Dean for Graduate Programs, students may take proficiency exams to test out of the pre-program

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 a proficiency exam once, on one of 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 Associate Dean for Graduate Programs within the first semester of the program.

PMBA 8000 - Executive Communications

All students in the MBA program are required to take the Executive Communications course, PMBA 8000 or take the waiver exam. The waiver exam is offered two times each academic year. Students graded as proficient on their speaking and presentation skills will have PMBA 8000 waived, although they may choose to take the course for their professional development. Students must complete this requirement within one year of their entering semester.

MBA Breadth Course Waivers

It is possible for students to substitute an elective for an MBA Breadth course in the following situations, so as not to duplicate course work that may have been done as undergraduates:

- Students who graduated in the last five years as marketing majors and had at least a 3.0 in their marketing courses will not need to take PMBA 8260. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years as accounting majors with at least a 3.0 in their accounting courses will not need to take PMBA 8220. In its place, students must take an additional elective from the MBA or MAcc programs.
- Students who graduated in the last five years with an undergraduate degree in Information Systems/Technology, Computer Science or Electrical Engineering with at least a 3.0 GPA in their major area courses and have at least five years professional experience in IS/IT and strategy, OR for students with a graduate degree in Information Systems/Technology, Computer Science or Electrical Engineering and over five years professional experience in IS/IT and strategy, will not need to take PMBA 8210. In its place, students must take an elective from either the MBA or MAcc program.

Academic Plan of Study

The Rider Online MBA is designed to be completed in one year by the student who has met all the prerequisite requirements with previous coursework in business and who plans to attend the program on a full-time basis. The following educational plan is provided as a sample only.

Not all students will follow this plan. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
PMBA 8210	Information Technology Management	3
PMBA 8240	Applied Corporate Finance	3
PMBA 8260	Mkt Analysis & Decision Making	3
Elective		3
Semester Credit Hours		12

JTerm

PMBA 8000	Executive Communications	1.5
Semester Credit Hours		1.5

Spring Semester

PMBA 8220	Strategic Accounting for Manager	3
PMBA 8230	Managerial Economics	3
PMBA 8270	Adv. Organizational Behavior	3
PMBA 8290	Legal and Ethical Aspects of Management	3
Semester Credit Hours		12

Summer Semester

PMBA 8880	Strategic Management	3
PMBA 8250	Operations & Supply Chain Management	3
PMBA or MAcc Elective		3
Semester Credit Hours		9
Total Credit Hours for Graduation		34.5

PMBA 8210 Information Technology Management 3 Credits

This course introduces the theory and practice of Information and Communication technologies deployment in organizations. This includes planning, analysis, design, and implementation of computer-based management information systems (MIS). The course emphasizes an understanding of emergent cutting-edge technological phenomena and the effect of information systems on the practice of management.

Prerequisite(s): Completion of PMBA 8010.

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8230 Managerial Economics 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8250 Operations & Supply Chain Management 3 Credits

This course provides MBA students with the current knowledge and practice of operations and global supply chain management. Supply chain management has become one of the most important and talked about topics in business in recent years. Many companies have realized that they can reduce their costs, increase profits, and increase customer satisfaction by improving their supply chain practices. It is also evident that most supply chains extend beyond the borders on the U.S., and consequently, have global components and challenges. This course is designed to prepare students to meet operations and supply chain related challenges in their careers.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8260 Mkt Analysis & Decision Making 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8270 Adv. Organizational Behavior 3 Credits

A study of key individual, group, and organizational processes. At the individual level, the focus is on different personalities, job attitudes, and work motivation. The implication of individual factors is then considered in a team context focusing on the processes of communication, influence, conflict, and leadership. Finally, we examine the impact of organizational culture and change on workplace behavior. In order to integrate the individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8303 International Business Study Tour 3 Credits

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

in our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

PMBA 8315 Globalization and Technology 3 Credits

The emergence and growth of the global economy constitutes an epochal shift in the organization of the world. Technology has been a key component in the production and acceleration of these phenomena. This course introduces students to the latest theoretical and empirical literature on globalization as shaped by technology. This course applies to the Information Systems and Global Business concentrations. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8319 Selected Topics in CIS 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8347 Portfolio Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8349 Personal Financial Planning 3 Credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8365 International Marketing Management 3 Credits

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8371 Human Resource Management 3 Credits

This course is an introduction to the field of human resource management (HRM). The goal is to provide students with an understanding of current corporate HR practices. Common HR problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as strategic HR planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches include discussions, case studies, exercises, small group activities, and lectures.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8372 Management Skills 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8383 Entrepreneurship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8384 Consulting for New and Small Ventures 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of instructor.

PMBA 8386 Green Entrepreneurship 3 Credits

This course is both a traditionally academic graduate course and a practical, case study based, business development course. Lectures will present the scientific, technical, financial, and business underpinnings required to understand the rationale for and the range of solutions possible that businesses can utilize when initiating or developing sustainable practices or new entrepreneurs can consider as they develop new businesses. Students will be learning about real business examples and discussing how the technical aspects of sustainability interact with the more practical and immediate demands of running a business – making a profit and maintaining positive cash flow while acting ethically.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

PMBA 8880 Strategic Management 3 Credits

This course provides an understanding of the strategic management process. Students will analyze and discuss concepts and cases 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.

Prerequisite(s): All other MBA breadth courses.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

PMBA 8905 Internship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of the Associate Dean of Graduate Programs.

PMBA 8906 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

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Online Master of Accountancy (OL MACC)

Program Overview

The Online Master of Accountancy (MAcc) is designed for working professionals with a background in accounting who seek advanced credentials and education for CPA or other professional licensures but want the flexibility and convenience of an online program. The Online Macc program offers the same course work as the in-person MAcc program, with which it shares the prestigious AACSB Accounting accreditation, the international standard of excellence in accounting and business education. The accounting faculty who teach in the program publish research in top accounting publications and are actively involved in the professional community.

Curriculum Overview

The Online MAcc program enhances the knowledge and skills required of accounting professionals while meeting the educational requirements for CPA licensure. Students have the option to complete the program in one of two ways:

1. Cohort Program: The cohort program begins each fall and follows a prescribed course progression that finishes the MAcc in 16 months. This option provides the added benefits of no tuition increases while in the program and guaranteed placement in classes each semester.
2. Flexible Program: The flexible program allows you to come into the Online MAcc in fall, spring or summer and go at your own pace on a part-time basis. The benefit of this option is that it lets you tailor the program to fit with your life commitments.

Acceptance into the online program assumes that students have mastered the basic foundation of accounting at the undergraduate level. In addition to four required courses, the MAcc requires the completion of six electives, which include the courses for a concentration in forensic accounting as well as a CPA track. There is a required online orientation before a student can begin in the program.

Course work and connections with fellow students and faculty are facilitated through our user friendly technology platform. Students also have access to the MAcc resource center including webinars from leading accounting professionals on matters in the profession and CPA licensure.

Degree Offered

- MAcc Master of Accountancy

Contact

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Program website www.rider.edu/cba (<http://www.rider.edu/cba>)

Associated Department: Business Administration

Related programs

- Executive MBA (p. 832)
- Master of Business Administration (p. 785)

Online MAcc Program Requirements

The Online MAcc program is designed for students who have completed an undergraduate accounting major or have completed a series of both business and accounting prerequisite courses as part of an undergraduate/graduate program or independently at a four year university. The program consists of 30 semester hours at the graduate level and can be completed in either a structured, 16-month, cohort-based program with students following a set course schedule or on a flexible basis with students taking the online courses at their own pace.

For students who do not have an undergraduate degree in accounting or business the following courses must be taken prior to enrolling in the online MAcc.

Business Core Requirement Courses

- Macroeconomics and Microeconomics (6 Undergraduate Credits)
- Basic Financial Principles (3 Undergraduate Credits)
- General Accounting and Managerial Accounting (6 Undergraduate Credits)

Accounting Core Requirement Courses

- Intermediate Accounting I & II (6 Credits)
- Advanced Accounting (3 Credits)
- Cost Accounting (3 Credits)
- Federal Taxation (3 Credits)
- Auditing (3 Credits)

Business Writing Requirement

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

Each student who enters the MBA or MAcc program must have their writing skills formally assessed in one of the following ways:

1. Through the writing portion of the GMAT or GRE. A score of 4.5 or better on the GMAT writing section or a score of 4 or better on the GRE Analytical Writing section would rate the student as proficient.
2. Through the Graduate Business Writing Assessment, a 30-minute test in which students write a passage in response to a prompt. The passage is graded using a rubric that assesses Voice/Tone; Organization; Ideas, Support and Development; and Grammar and Mechanics. Students must score a 3 (adequate) on all four of the writing elements for a passing grade.

Students who fall below the proficient levels as identified above on any of the specified assessments will be required to do one of the following:

- Complete a business/workplace writing course at a U.S.-accredited university. The student must achieve a "C" or better in the course, demonstrating basic proficiency. Courses must be approved by the Associate Dean for Graduate Programs. ENG 321 is not included as an approved course for this purpose.
- Retake either of the above assessments until a proficient level is reached. Students will be provided with a directory of resources to improve their business writing skills prior to retaking the assessments including online tutorials and not-for-credit courses.

Students need to satisfy the above requirement within the first 6 credit hours of taking breadth and elective courses in the graduate business program. Students who do not satisfy the above requirement within the specified time frame will not be allowed to take additional breadth or elective courses in the graduate business program until the requirement is satisfied; he or she may continue to enroll in pre-program courses.

MAcc and Online MAcc—Waiver of Courses

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

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

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

Plan of Study for a Fall Start in the Online MAcc

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MACC 650	Seminar in Federal Taxes	3
MACC 662	Auditing Practice & Problems	3
	Semester Credit Hours	6
JTerm		
PMBA 8491	Business Law	3
	Semester Credit Hours	3
Spring Semester		
MACC 654	Issues in Financial Reporting	3
MACC 665	Fraud Detection and Deterrence	3
	Semester Credit Hours	6
Summer Semester		
MACC 652	Analysis of Accounting Data	3
MACC 664	Issues in Managerial Accountng	3
MACC 663	Fraud and Forensic Accounting	3
	Semester Credit Hours	9

Year 2

Fall Semester

MACC 656	International Dimensions of Accounting	3
Choose one of the following:		3
MACC 667	Business Valuations: Fundamentals, Techniques and Theory	
PMBA 8312	Business Intelligence Tech-Data Mining	
	Semester Credit Hours	6
Total Credit Hours for Graduation		30

MACC 650 Seminar in Federal Taxes 3 Credits

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

Prerequisite(s): completion of ACC 410 Fundamentals of Federal Taxation.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

MACC 654 Issues in Financial Reporting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements.

MACC 662 Auditing Practice & Problems 3 Credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion.

Prerequisite(s): ACC 400 Principles of Auditing.

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 664 Issues in Managerial Accounting 3 Credits

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

Prerequisite(s): completion of ACC 302 Cost Management or PMBA 8220 Strategic Accounting for Managers; this course applies to the Corporate Accounting for Managers concentration.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

Concentrations for MBA, MACC & EMBA Students

Concentration Overview

The required courses in the MBA, MAcc and EMBA provide a distinct and consistent advanced business knowledge and skill structure for all students in the programs. The electives allow the student to tailor the graduate educational experience to fit their individual needs by pursuing a general management option with two electives or a specific concentration with three electives.

Concentrations are comprised of three-course elective (nine credit hours) sequences selected from a menu of electives by either the functional area (business analytics, finance, forensic accounting) or interdisciplinary area (global business.)

Electives counted toward a concentration must carry a grade of "B" or better, and students must achieve a 3.2 GPA in those electives.

Contact

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Business Analytics Concentration (p. 865)**Finance Concentration (p. 865)****Forensic Accounting Concentration (p. 866)****International Business Concentration (p. 866)**

Business Analytics Concentration Requirements

Code	Title	Credits
Select three of the following: ¹		9
PMBA 8312	Business Intelligence Tech-Data Mining	
PMBA 8317	Applied Data Mgt for Bus Users	
PMBA 8357	Bus Analytics for Managers	
PMBA 8380	Business Analytics Optimizatio	
PMBA 8902	Independent Studies in Business Adm. ²	
Total Credits		9

¹ With four of the listed courses, a Business Analytics Graduate Certificate is possible. Refer to information on the Business Analytics Graduate Certificate Program.

² ALL Independent Studies must be sponsored by a full-time faculty member and approved by the Associate Dean for Graduate Business Programs.

Finance Concentration Requirements

Code	Title	Credits
Select three of the following:		9
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 8348	Fixed Income Sec. & Alt Invest	
PMBA 8349	Personal Financial Planning	
PMBA 8902	Independent Studies in Business Adm. ¹	
Total Credits		9

¹ ALL Independent Studies must be sponsored by a full-time faculty member and approved by the Associate Dean for Graduate Business Programs.

Forensic Accounting Concentration Requirements

The Forensic Accounting Graduate Certificate requires students to complete four graduate-level courses (12 credit hours) to complete the program.

Prerequisites for the Program

Before beginning the program students must demonstrate technology proficiency by satisfying ONE of the following conditions:

1. Earn a grade of "C" or better in ACC 310 and ACC 311, or similar coursework at an accredited four-year institution taken within six years prior to the semester admitted; or
2. Complete PMBA 8020 with a grade of "B" or better AND PMBA 8324 with a grade of "C" or better.

Code	Title	Credits
MACC 663	Fraud and Forensic Accounting	3
MACC 665	Fraud Detection and Deterrence	3
MACC 667	Business Valuations: Fundamentals, Techniques and Theory	3
PMBA 8312	Business Intelligence Tech-Data Mining	3
Total Credits		12

International Business Concentration Requirements

Code	Title	Credits
Select three of the following:		
MACC 656	Interntnl Dimensions of Acct	3
PMBA 8303	International Business Study Tour	
PMBA 8315	Globalization and Technology	
PMBA 8335	International Trade & Invest	
PMBA 8345	International Financial Management	
PMBA 8365	International Marketing Mgmt	
PMBA 8375	International Management	
PMBA 8902	Independent Studies in Business Adm. ¹	
PMBA 8492	Ethical Issues in International Business	
Total Credits		9

¹ ALL Independent Studies must be sponsored by a full-time faculty member and approved by the Associate Dean for Graduate Business Programs.

Courses and Descriptions

MACC 662 Auditing Practice & Problems 3 Credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion.

Prerequisite(s): ACC 400 Principles of Auditing.

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions. This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8344 Financial Market Operations 3 Credits

Flow of funds analysis is used to study financial intermediation and interest rate determination in money and capital markets. Includes the flow of funds accounts, funds flow through financial institutions, the demands for and supply of credit by economic sectors, and the impact of public policies on financial market behavior. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8347 Portfolio Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8348 Fixed Income Securities and Alternative Investments 3 Credits

This is an introductory course in fixed income securities and alternative investments. The first part of the course covers the markets for fixed income securities and their derivatives. Valuation of these securities and determination of the risk inherent in these securities are discussed. Methods for managing that risk, such as hedging and credit derivatives, are also discussed. The second part of the course covers a variety of alternative investments, including real estate funds, venture capital, hedge funds, and commodities. Valuation of these investments and determination of their risk are discussed. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8349 Personal Financial Planning 3 Credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisites: PMBA 8010 and PMBA 8051.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. Prerequisite(s): Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

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Graduate Program Policies, College of Business Administration

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Admission Requirements

Graduate Business Degree Programs - MBA/Online MBA, MAcc/Online MAcc, MS in Corporate Finance, Executive MBA

No decision is made on an application for admission to the graduate programs of business administration until all required documents have been submitted. These include a completed application form, the \$50 application fee, official notification by GMAC as to the score achieved on the Graduate Management Admissions Test (GMAT), your resume, statement of aims and objectives, and an official transcript from every institution of higher learning attended. To be admitted to the programs, 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.

MBA/Online MBA/MS in Corporate Finance Applicant GMAT/GRE Waiver Guidelines

MBA/MSCF applicants who meet one of the following criteria established by the Rider University College of Business Administration would qualify for a waiver for the standardized test requirement (GMAT or GRE):

- Has graduated from an AACSB accredited business program AND has one of the following:
 - a minimum cumulative undergraduate GPA of 3.3;
 - a minimum cumulative undergraduate GPA of 3.0 with 3 years of professional experience;
 - 5 or more years of professional experience.

NOTE: Graduate Admissions and the Associate Dean of Graduate Programs of the College of Business Administration will evaluate an applicant's professional experience.

- Has been inducted into Beta Gamma Sigma.
- Has passed the CPA certifying exam.
- Has earned a master's degree or higher with a cumulative GPA of 3.0 or higher from a program that is accredited in its discipline (e.g., NCATE for education, ABET for engineering.)
- Has earned a graduate certificate in a business-related discipline from an accredited institution with a minimum GPA of 3.3.
- Has earned a Ph.D. from an accredited university in the United States.
- Has been admitted as a non-matriculated student (see below for description of this academic standing) into a Rider University graduate business program and has completed 12 credit hours of graduate business coursework with a cumulative GPA of 3.3 with no grades below a B.
- Has completed a minimum of 90 credits at an AACSB accredited institution with a minimum cumulative GPA of 3.3. Such applicants will be granted conditional acceptance into the MBA program. The conditions of admission are to complete their undergraduate program

and maintain a minimum GPA of 3.3. After these conditions are met, applicants will be fully admitted into the MBA program.

- Is a student in Rider's 3+1 or 4+1 program in business administration with the benefit of fixed tuition and has a GPA of 3.3 overall.

MAcc/Online MAcc Applicant GMAT/GRE Waiver Guidelines

MAcc applicants who meet one of the following criteria established by the Rider University College of Business Administration would qualify for a waiver for the standardized test requirement (GMAT or GRE):

- Passed the CPA certifying exam
- Hold a Ph.D. from an accredited university in the United States.
- Passed the CMA exam.
- Have completed at least 90 undergraduate credits in an accounting program from a U.S. AACSB-accredited university in the last five years AND at the time of application, have an overall GPA of at least 3.3 and a 3.3 GPA in accounting. Students who meet the criteria will be accepted conditionally into the MAcc program. The conditions of admission will be to maintain the minimum GPA requirement throughout the remainder of the undergraduate program and successfully complete the undergraduate program. After the conditions are met, students will be formally admitted into the MAcc. Accounting graduates, who meet the above criteria, will be directly admitted to the MAcc program.
- Is a student in Rider's 3+1 or 4+1 program in accounting with the benefit of fixed tuition and has a GPA of 3.3 overall.
- Is an accounting student at Rider, not in the formal 4+1 or 3+1 program, with a GPA of 3.0 overall and in accounting.

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 (<http://www.wes.org>) 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 program 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. An exception to satisfying the conditions can only be approved by the Associate Dean of Graduate Programs.

EMBA

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

Academic Background

- Bachelor's degree from an accredited university;
- Minimum 3.0 GPA (if the student's GPA is less than 3.0, the GMAT may be required.)

Business-Related Background

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

Interview

- Students will also have a personal interview with the EMBA Program Director to assess their academic and professional qualifications and readiness for the program.

Graduate Business Certificate Programs - Business Analytics and Forensic Accounting

An application for admission to the graduate certificate program of business administration is not reviewed for a decision until all required documents have been submitted. These include a completed application form, the \$50 application fee, your resume, and an official transcript from every institution of higher learning attended.

To be considered for admission into one of Rider's Graduate Certificate Programs, you must hold a minimum of a bachelor's degree or its equivalent from an accredited institution of higher learning with a GPA of 3.0 or better.

Admission Classifications

Each student admitted to a Graduate Business degree 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.

Conditional

Students admitted with conditional standing are permitted to take classes in the Graduate Business degree programs as long as they meet the conditions outlined in their admission decision. These conditions are set by the Associate Dean for Graduate Programs and enforced by the Graduate Business Academic Coordinator. Once these requirements are met, the student becomes a student in full standing.

Special

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

Non-Degree Students

Prospective students may take MBA classes as non-degree students under the following conditions:

- graduated with an undergraduate degree from an accredited university with a minimum 3.0 GPA OR has earned a graduate degree
- meets prerequisite requirements for desired course(s).

Non-degree students will only be allowed to take 9 credits in the graduate business program. If a non-degree student desires to take more than 9 credits in the graduate business program, he/she will need to fully apply to the program.

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

Transfer of Courses

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

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

Advising

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

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

Course Repeat Policy

With the written permission of the Associate 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. See Rider's Code of Academic Integrity (p. 1235) in this catalog for further information.

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 based on academic standing 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; or,

- 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 Associate Dean for Graduate Business Programs.

Honors Graduates

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

Graduation Requirements and Application

To graduate from the MAcc or MBA program, students must have completed all of the course requirements as described above, within the six-year time frame, and have a cumulative Grade Point Average (GPA) of 3.0 or above. In addition, a candidate for graduation:

- Cannot have received more than two grades of "C+" or below; or,
- Cannot have any grades below a "C."

A student who expects to graduate must complete and file a degree application form no later than the date indicated on the calendar for each semester, found at the front of this publication.

Undergraduate Students Taking Graduate Business Courses

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

For taking an MBA course:

- Students must have at least a 3.5 GPA;
- Students may take an elective or MBA breadth course if all prerequisites have been met.

For taking a MAcc course:

- Students must have at least a 3.3 GPA or higher;
- Students may take either MAcc 654 or a MAcc elective, if all prerequisites have been met.

A graduate business course taken as an undergraduate can fulfill the requirements of only one program, either graduate or undergraduate. There is no "double dipping" of coursework between graduate and undergraduate programs. Permission to take such courses will be granted by the Associate Dean for Graduate Business Programs based on a review of a student's academic record.

College of Continuing Studies

Whether you have completed your undergraduate degree at Rider or elsewhere, the College of Continuing Studies can help you take the next

step towards your educational goal by earning a graduate degree. We are committed to helping adult learners reach their professional objectives.

With a rich history of offering quality undergraduate programs, the College of Continuing Studies now offers its first graduate degree, a Masters in Athletic Leadership. You can earn your degree by taking on-campus courses or complete it online. For admissions information please see the M.A. in Athletic Leadership (<https://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/ma-athletic-leadership>) page on the website.

Programs and Certificates

Program	Degree	Certificate
Athletic Leadership M.A. (p. 720)	✓	

Athletic Leadership M.A.

Overview

The Master of Arts in Athletic Leadership provides current and aspiring coaches and administrators, at all levels, the opportunity to obtain a graduate education focused on leadership, ethics, and coaching development within the current landscape of athletics. This graduate program is designed to promote personal and professional growth in leadership, coaching integrity, and community influence using most of the standards of the National Association for Sport and Physical Education (N.A.S.P.E.) (<http://pgpedia.com/n/national-association-sport-and-physical-education>) and the university's commitment to preparing caring, competent, and connected graduates. This program will promote the university mission of educating students to meet the challenges of our times. Intercollegiate athletics is a core component of the college experience and developing leaders within context this promotes multiple aspects of the Rider mission that include good decision-making, ethical lifestyles, and tolerance and respect for others.

Curriculum Overview

There are two models for the degree program, both requiring 36 credit hours. The first model is a "4+1" program for undergraduates in which the four (4) courses (501, 502, 504, and 513) can be completed by rising seniors; the remaining 27 hours will be completed post-graduation. The second model is a traditional master's program consisting of 36 credits. The program allows the possibility of receiving credit for up to six (6) hours of the coaching/athletic administrative depending upon prior professional experience (e.g., 2 years of full-time coaching or athletic administrative experience).

Degree Offered

- M.A. in Athletic Leadership

Contact

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Dean, College of Continuing Studies
Bart Luedeke Center
609-896-5033
ccs@rider.edu

Program Website: M.A. in Athletic Leadership (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies/programs-offerings/degrees-certificates-working-adults/ma-athletic-leadership>)

Associated College: College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>)

Related Programs:

- Allied Health Studies (p. 116)
- Health Sciences (p. 440)
- Sport Management (p. 102)
- Sports Media (p. 557)
- Sports Studies (p. 104)

Program Requirements

(36 credits)

Code	Title	Credits
Core Requirements		15
ATHL 501	Seminar in Sport Psychology	
ATHL 502	Evaluating Athletic Interventions	
ATHL 532	Athletic Administrative Internship	
ATHL 533	Special Topics Seminar	
Select seven (7) courses from the following:		21
ATHL 503	Seminar in Strength, Speed, and Conditioning	
ATHL 504	Seminar in Athletic Training	
ATHL 505	Seminar in Sports Media and Communication	
ATHL 506	Seminar in Facility Management	
ATHL 507	Seminar in Athletic Governance and Policy	
ATHL 508	Seminar in Athletics and Risk Management	
ATHL 509	Seminar in Legal and Ethical Issues in Athletics	
ATHL 510	Seminar in Athletic Coaching	
Total Credits		36

Athletic Leadership 4 + 1 Undergraduate Program Information

(12 credits as an undergraduate, then 27 credits to complete the graduate requirement)

Program Overview

This program is for undergraduate students who wish to continue into the M.A. in Athletic Leadership. Rising seniors may complete four (4) courses of the program:

- ATHL 501
- ATHL 502
- ATHL 504
- ATHL 533

The remaining 27 credits will be completed post-graduation and upon acceptance into the M.A. in Athletic Leadership.

Contact:

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Courses and Descriptions

ATHL 501 Seminar in Sport Psychology 3 Credits

This course covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics. Emphasis is placed on applications for maximizing effectiveness while serving in the position of coach or administrator.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 502 Evaluating Athletic Interventions 3 Credits

This course in research methods prepares the student to understand materials and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 503 Seminar in Strength, Speed, and Conditioning 3 Credits

Emphasis will be placed upon assessment, description, and analysis of sport movement and designing training programs to enhance performance variables. While this course will assist those who desire to sit for the National Strength and Conditioning Association's (NSCA) Certified Exam, it is NOT a preparation course for the NSCA-CSCS exam.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 504 Seminar in Athletic Training 3 Credits

Introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 505 Seminar in Sports Media and Communication 3 Credits

Seminar in Sports Media and Communication is a critical examination of the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 506 Seminar in Facility Management 3 Credits

Seminar in Facilities Management and Event Planning provides an examination of principles and techniques of planning and operating sport facilities. Emphasizes the principles and concepts of organization and administration including communication, personnel management, management of physical resources, and risk management. Examines a variety of sport operations such as indoor stadiums, athletic field complexes, and managing recreation and intramural activities.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 507 Seminar in Athletic Governance and Policy 3 Credits

Students in this course will explore principles, techniques, and process related to the management of college athletics. It is important in today's dynamic environment of collegiate athletics that students value effective leadership and management principles. Through analyzing case studies, students will demonstrate problem solving related to handling athletic personnel and program issues. Studying collegiate athletic administration involves interpreting NCAA By-laws, including a comparison between Division I, II, and III compliance regulations. To ensure readiness for athletic management, students will evaluate the duties of an athletic director and create a strategic plan for an athletic department, including a mission statement and comprehensive budget. Lastly, students will characterize the critical steps to getting hired in collegiate athletics. Students will also prepare a portfolio, including an application letter and resume customized for applying for a position in athletic administration at the collegiate level. At the end of the course, students will understand the primary duties of the athletic director and the intricacies of managing an intercollegiate athletic program.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 508 Seminar in Athletics and Risk Management 3 Credits

Students in this course will explore proactive approaches to managing risks associated with conducting health, physical education, recreation and outdoor education programs. This course will emphasize safety as a foundation of quality program planning. Students will study governing associations and leadership/management skills required to be successful in the world of college athletics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 509 Seminar in Legal and Ethical Issues in Athletics 3 Credits

The purpose of the course is to familiarize the students with the business of sports and various issues related to sports management. Legal, ethical, economic, social and managerial issues related to sports will be addressed. Sports law issues which will be covered include tort law, contract law, employment discrimination, antitrust law and constitutional law. Also covered will be the structures and authority of the organizations involved in amateur and professional athletics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 510 Seminar in Athletic Coaching 3 Credits

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching; integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 531 Athletic Coaching Internship 3 Credits

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching; integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 532 Athletic Administrative Internship 3 Credits

The internship affords students professional experience with an organization where the course theory can be applied to best practices. The internship is developed in consultation with the student, the student's academic advisor and the Internship. A learning/work plan is prepared by the student for approval by the site supervisor, both of whom share responsibility for the internship.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 533 Special Topics Seminar 3 Credits

This course will provide students the opportunity to survey the various sub-disciplines related to coaching and athletic administration, and their methods of inquiry. The course will place emphases on critically appraising research literature, and data collection, data organization and analyses for various research questions.

Prerequisite(s): Permission of Program Director or approval by CCS.

College of Education and Human Services

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

The College of Education and Human Services prepares students to be effective educators. Rider was the first private New Jersey institution to hold the highest accreditation possible in teaching from the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP (<http://www.ncate.org>)). This in turn offers graduates added value and recognition nationwide when seeking employment or admission to graduate study. The College has created partnerships with local schools, businesses, and government and community agencies so that students work collaboratively to develop high-quality programs. Professors value excellence in teaching, scholarship and service and serve as devoted advisors and mentors who relate well to each and every student.

College of Education and Human Services: Graduate Education, Leadership, and Counseling

The **Department of Graduate Education, Leadership, and Counseling** strives to provide quality programs with personal attention. Our full-time faculty, all of whom have doctoral degrees, teach the majority of our courses. Our College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education (NCATE/CAEP) and our Master's degrees in Counseling Services and Clinical Mental Health Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs

(CACREP). Other programs that have received national accreditation include: School Psychology and Educational Leadership.

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

The department offers educational specialist degrees, master's degrees, and certifications and endorsements in a variety of areas. These degree programs of study, their descriptions, and the certifications associated with them appear under programs and certificates (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates>). Course descriptions for each program can be found in this catalog and on the Registrar's Office website. All programs require an application available from the Office of Graduate Admission (<https://www.rider.edu/admissions/graduate>).

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

Mission Statement

- The College of Education and Human Services prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.
- The College of Education and Human Services 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 College of Education and Human Services develops students who are committed, knowledgeable, professional, and reflective and who value service, ethical behavior and the improvement of one's self and profession.
- The College of Education and Human Services 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.

College of Education and Human Services Conceptual Framework

Knowledgeable

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

Professional

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

Reflective

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

Committed

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

Admission Status

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

Graduate Standing

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

Conditional Standing

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

Special Standing

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

Transfer of Credit

Upon application to and before admission to any graduate degree program in education, leadership, and counseling, students may request transfer of up to 12 semester hours of graduate credits completed at an accredited institution, or up to 30 graduate credits for the Clinical Mental Health Counseling program. These credits must have been earned within six years of the date of credit transfer approval. All transfer credits must be approved by the program director and the department chair. Courses accepted for transfer must be similar to required or elective courses that are approved for the respective programs, and a grade of at least "B" must have been earned in each of these courses.

Students who are eligible to transfer graduate credits from other institutions must submit official transcripts of these credits. The Department of Graduate Education, Leadership, and Counseling will consider specific written requests for appropriate transfer credits. Official transcripts covering courses submitted for transfer must accompany the

written request for such transfer if the transcripts have not already been filed.

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

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

Guidelines for Transfer of Credits for Ed.S. Students

- All transfer credits must carry a letter grade of at least "B."
- Transfer credits must be taken within the six years from the date of acceptance into the program. Exceptions may also be granted by the program director/designee for courses where content remains consistent over time and supports current program objectives.
- For students in the School Psychology Program up to 36 credits may be transferred so long as course equivalency can be thoroughly documented. 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.
- Official transcripts must accompany the request for transfer of credit. The program director/designee must approve the credits to be transferred upon admission.
- Credits approved for transfer will be added to the student's transcript at the time of admission to the program.
- Course descriptions and/or syllabi of the courses being requested for transfer may be required.

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, or special education or to an Educational Specialist degree in school psychology 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 date, location, and time of the Comprehensive Examination is determined by the appropriate program director. Only those students who have achieved the following requirements for the MA or EdS degree are eligible to sit for this exam:

- A cumulative average of 3.0 or better by the time of application for the comprehensive exam.

- In the last semester of the program; or, may take the examination in the spring if only one course remains and will be taken in the summer. Permission of program director/designee is required.

Application for Comprehensive Examination and Graduation

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

Dismissal

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

- Receiving two grades of "F" in graduate course work in either the same graduate course or in two different graduate courses;
- 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 for the Master of Arts degree and certification programs or a grade point average of 3.3 for the Educational Specialist degree or the Ed.D. 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 (with the exception of the M.A. in Counseling Services program, which is eight years from the date of acceptance into the program; the M.A. in Clinical Mental Health Counseling, which is 10 years from the date of acceptance into the program; and the Ed.S. in School Psychology, which is 10 years from the date of acceptance into the program);
- 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 (p. 740)
- School Psychology (p. 807)

The Master of Arts (M.A.) degree is offered in the following areas:

- Clinical Mental Health Counseling (p. 729)
- Counseling Services (p. 736)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)
- Special Education (p. 811)

- Teaching (p. 830)
- Teacher Leadership (p. 817)

The Education Doctorate (Ed.D) is offered in the following area:

- Educational Leadership (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/doc-educ-leadership>)

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 certification in the following areas:

- Business Education/Marketing Education Teacher (p. 728)
- Dance Education (K-12) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/dance_educ)
- Director of Counseling Services (p. 746)
- Early Childhood Preschool Teacher (Preschool- 3) (p. 752)
- Elementary Teacher (K–6) (p. 758)
- English as a Second Language (ESL) (p. 767)
- English Teacher (p. 770)
- Life and Career Coach (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/life-career-coaching>)
- Mathematics Teacher (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification>)
- Music Teacher (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate>)
- Reading Specialist (p. 806)
- School Administrator (Principal) (p. 804)
- School Counselor (p. 736)
- School Psychologist (p. 807)
- Science Teacher (Biological Sciences, Chemistry, Physics, Earth Science) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate>)
- Social Studies Teacher (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate>)
- Student Assistance Coordinator (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/student-assistance-coordinator>)
- Supervisor of Instruction (p. 816)
- Teacher Leadership (p. 827)
- Theater Education (K-12) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/theater_educ)
- World Languages Teacher–French or Spanish (K–12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate>)

leadership-counseling/programs-certificates/world-languages-certificate)

Endorsement to Existing Teaching Certificates

- Bilingual Education (p. 722)
- English as a Second Language (ESL) (p. 769)
- Early Childhood Preschool–Grade 3 Teacher (P–3) (p. 752)
- Teacher-Coordinator of Cooperative Vocation/Technical Education (p. 733)
- Teacher of Students with Disabilities (p. 829)

General Master's Degree Application Requirements

All programs require an application available from the Office of Graduate Admission. A decision is made about an application for admission only when all required credentials have been submitted. Applications must be received by May 1 for summer session, August 1 for fall session, and December 1 for spring session unless otherwise specified by graduate admissions (<https://www.rider.edu/admissions/graduate/how-apply/graduate-education-counseling-leadership-students>) 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 30–60 semester hours of graduate credit in an approved program of study;
- Complete an internship/practicum as required by individual programs;
- Successfully pass a written comprehensive examination except for the Master of Arts in Teaching degree, Educational Leadership degree, Organizational Leadership degree, and Teacher Leadership degree;
- Maintain a grade point average of "B" (3.0) or better for work submitted for the master's degree with no more than two "C"s; and
- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education, Leadership, and Counseling. Students in the Clinical Mental Health Counseling and School Psychology programs have ten years and students in Counseling Services program have eight years to complete the program.

Programs and Certificates

A to Z Listing

Program	Degree	Certificate
Bilingual Education Certificate (p. 722)		✓
Business Education/Marketing Education Comprehensive (K-12) Certificate (p. 728)		✓
Clinical Mental Health Counseling (M.A.) (p. 729)	✓	
Cooperative Education Coordinator Certificate (p. 733)		✓
Counseling Services (M.A.) (p. 736)	✓	
Counseling Services (Ed.S.) (p. 740)	✓	
Developing People and Organizations Certificate (p. 745)		✓
Director of School Counseling Services Certificate (p. 746)		✓
Doctor of Educational Leadership (p. 747)	✓	
Early Childhood Teacher (P-Grade 3) Certificate (p. 752)		✓
Educational Leadership (M.A.) (p. 754)	✓	
Elementary Education (K-6) Certificate (p. 758)		✓
Endeavor STEM Concentration (p. 759)		
Endeavor STEM Professional Development Certificate (p. 763)		✓
English as a Second Language / ESL (K-12) Certificate (p. 767)		✓
English as a Second Language Endorsement Certificate (p. 769)		✓
English Language Arts Education (K-12) Certificate (p. 770)		✓
Higher Education Certificate (p. 773)		✓
Life and Career Coaching Certificate (p. 780)		✓
Mathematics (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification)		✓
Music Education (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate)		✓
Organizational Leadership (M.A.) (p. 800)	✓	
Principal Certificate (p. 804)		✓
School Psychology (Ed.S.) (p. 807)	✓	
Science (K-12) Certificate (Biological Science Chemistry Earth Science Physics) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate)		✓
Social Studies (K-12) Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate)		✓

Special Education (M.A.) (p. 811)	✓
Student Assistance Coordinator Certificate (p. 814)	✓
Supervisor of Instruction Certificate (p. 816)	✓
Teacher Leadership (M.A.) (p. 817)	✓
Teacher Leadership Professional Development Certificate (p. 827)	✓
Teacher of Students with Disabilities Certificate (p. 829)	✓
Teaching (M.A.T.) (p. 830)	✓
World Languages (K-12) Certificate in French or Spanish (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate)	✓

By Areas of Study

Counseling Services

- Counseling Services (Ed.S.) (p. 740)
- Clinical Mental Health Counseling (M.A.) (p. 729)
- Counseling Services (M.A.) (p. 736)
- **Certification Programs**
 - Licensed Professional Counselor (p. 729)
 - Life and Career Coaching (p. 780)
 - Director of School Counseling Services (p. 746)
 - Student Assistance Coordinator (p. 814)

Educational Leadership (M.A.) (p. 754)

- Supervisor of Instruction Certificate (p. 816)
- Principal Certificate (p. 804)

Teacher Leadership (M.A.) (p. 817)

- **Concentrations** (p. 818)
 - English as a Second Language (ESL) / Bilingual
 - Inclusive Practice in Education
 - Literacy
 - Math
 - Principal
 - Science
 - STEM Endeavor
- Teacher Leadership Professional Development Certificate (p. 827)

Organizational Leadership (M.A.) (p. 800)

- **Concentrations** (<http://catalog.rider.edu/graduate/colleges-schools/liberal-arts-education-sciences/education-leadership-counseling/programs-certificates/organizational-leadership/#requirements-text>)
 - Leadership in Information and Technology
 - Leadership in Higher Education
 - Leadership in Counseling-Related Services
 - Developing People and Organizations
 - Graduate Certificate in Higher Education
- **Certifications**
 - Developing People and Organizations (p. 745)

School Psychology (Ed.S) (p. 807)**Special Education (M.A.) (p. 811)**

- Teachers of Students with Disabilities Certification (p. 829)

Teacher Education

- Teaching (M.A.T.)
- **Post-Baccalaureate Teacher Certification Program (PBTC)**
 - Bilingual Education (p. 722)
 - Business Education / Marketing Education (p. 728) (K-12)
 - Cooperative Education Coordinator (p. 733)
 - Early Childhood (Preschool - Grade 3) (p. 752)
 - Elementary Education (K-6) (p. 758)
 - English as a Second Language (p. 827)
 - English as a Second Language Endorsement Certificate (p. 769)
 - English (K-12) (p. 770)
 - Mathematics (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification>)
 - Music Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate>)
 - Science (K-12) (Biological Sciences, Chemistry, Physics, Earth Sciences) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate>)
 - Social Studies (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate>)
 - Theater Education (K-12)
- World Languages (K-12) (French, German, Spanish)

Professional Development Opportunities

- Teacher Leadership (p. 827)
- School Psychology (p. 807)
- Science, Technology, Engineering and Mathematics (STEM) (<http://www.rider.edu/offices-services/teaching-and-learning-center/select/professional-development/stem>)

Bilingual Education Endorsement Certificate**Program Overview**

Rider's bilingual endorsement program trains future educators to be sensitive to the cultural, sociological, linguistic, and psychological diversities that English Language Learner students bring with them to school. The mission of the bilingual program is to provide the skills, attitudes and understandings necessary to teach non-native speakers of English in order for them to achieve their greatest potential through education for life. Furthermore, the program introduces future educators to the different laws and programs that influence the bilingual classroom.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

This endorsement provides bilingual teaching credentials for those already certified in another specialization. It is a 15 credit program requiring five courses taken in the late afternoon/evening.

Certificate Offered

- Bilingual Education Endorsement

Contact**Kathleen M. Pierce, Ph.D.**

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María Villalobos-Buehner, Ph.D.

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Program Website: Bilingual Education Endorsement (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/teacher-education-programs/bilingual-education-certificate>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Bilingual Education Endorsement Certificate Requirements

(15 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
Total Credits		15

Additional requirements for completion

- Language proficiency tests are required.
 - Oral Proficiency Interview (OPI)
 - Written Proficiency Test (WPT)

Courses and Descriptions

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.

Prerequisite(s): CURR 531 and CURR 538.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 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.

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

Business Education/Marketing Education Comprehensive (K-12) Certificate

Program Overview

The Post-Baccalaureate Teacher Certification Program in Business Education/Marketing Education Comprehensive (K-12) is designed for college graduates seeking initial teacher certification. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Business Education/Marketing Education is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificates Offered

- Business Education Comprehensive (K-12) Certificate
- Marketing Education Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (p. 830)

Business Education Comprehensive (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits	
BSED 530	Emerging Instructional Strategies in Business Education	3	
CURR 700	Educational Foundations for Inclusive Practices	3	
CURR 703	Inclusive Literacy Practices Across Content Areas	3	
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3	
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9	
Total Credits		21	

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a “C+” grade or better.

Courses and Descriptions

BSED 530 Emerging Instructional Strategies in Business Education 3 Credits

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

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Clinical Mental Health Counseling (M.A.)

Program Overview

The Master of Arts in Clinical Mental Health Counseling is a 60-credit program that prepares students for counseling positions in community agencies, mental health agencies, hospitals, government facilities, institutions of higher education, industry and private practice. This program meets the academic requirements for the Licensed Professional Counselor (LPC) (<http://www.njconsumeraffairs.gov/pc/Pages/default.aspx>) in New Jersey, Pennsylvania, and most other states. It also meets all educational requirements for certification as a National Certified Counselor (NCC), (<http://www.nbcc.org/Certification/NationalCertCounselor>) Approved Clinical Supervisor (ACS) (<http://www.cce-global.org/ACS>), Board Certified Coach (BCC) (<http://www.cce-global.org/bcc>) and Licensed Clinical Alcohol and Drug Counselor (LCADC) (<http://certbd.org>) and Certified Alcohol and Drug Counselor (CADC) (<http://certbd.org>) in New Jersey. Students may take two additional courses and a SAC practicum in a school to qualify for the Student Assistance Coordinator (SAC) CEAS (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>). (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>) Master's students in their final year are provided with preparation for the National Counselor Exam (NCE) which is taken during their last semester at Rider.

In keeping with the University's core mission, all degree and certification programs are student-centered, created to be flexible to meet the needs of returning and professional students with busy lives, provide cutting-edge instruction, hands-on practice in mental health organizations and agencies, and supportive faculty who are dedicated to mentoring students. The faculty and training are focused on wellness counseling and positive psychology, with an emphasis on clients' strengths, rather than on deficits.

Curriculum Overview

All students in this area of study are required to complete 60 credits of coursework and to participate in at least 700 hours of counseling fieldwork in an agency. An appropriate agency for the intern is one which provides a program of services designed to help individuals function to their optimal capacity. Such programs exist in a wide variety of settings, such as mental health clinics, correctional facilities, hospital settings, family service centers, comprehensive rehabilitation centers, social service organizations, vocational counseling programs, private counseling programs, substance abuse treatment programs, employee assistance programs, college counseling centers, and other appropriate sites.

All degree candidates must purchase student professional liability insurance.

Degree Offered

M.A. in Clinical Mental Health Counseling

Contact

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Professor and Director

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Associated Department: (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>) Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Accreditation Information: The Clinical Mental Health Counseling program has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1999. The program is accredited until October 31, 2022.

Related programs

- Counseling Services (School Counseling Concentration) (M.A.) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/counseling-services-ma>)
- C (p. 740)ounseling Services (Ed.S.) (p. 740)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)
- School Psychology (Ed.S.) (p. 807)

Clinical Mental Health Counseling Requirements

Refer to Counseling Services Handbook for course sequence and prerequisites.

Code	Title	Credits
Core Courses that Must Be Taken Prior to Practicum		
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 508	Foundations of Clinical Mental Health Counseling	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 550	Counseling Techniques Laboratory	3
EDPS 503	Human Growth and Development	3
Courses that Must Be Taken Prior to or Concurrently with Practicum		
COUN 520	Multicultural Counseling and Relationship Development	3
COUN 505	Vocational/Career Development	3

EDPS 520	Measurement, Tests and Assessments in Counseling/School Psychology	3
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Courses that Must Be Taken at the End of the Program

COUN 585	Clinical Mental Health Counseling Practicum	3
COUN 590	Internship in Counseling I	3
COUN 591	Internship in Counseling II	3
COUN 660	Counseling Supervision: Issues, Concepts and Methods	3

Courses that Can Be Taken at Anytime

COUN 515	Substance Abuse Counseling ¹	3
COUN 516	Strategies in Addiction Counseling	3
CNPY 516	Advanced Psychopathology	3
EDUC 500	Introduction To Research	3

Elective ²

Three credit hours of an elective must be taken with permission of program advisor

COUN 510	Approaches to Family Counseling	3
or COUN 535	Holistic Wellness Counseling	
or COUN 525	Gender Issues in Counseling	
or CNPY 518	Counseling Children, Adolescents and Families	
or EDPS 521	Statistics and Quantitative Analysis	
or EDPS 502	Psychological Development of the Child and Adolescent	
or EDUC 530	Student Affairs & Experiences in Higher Education	

Total Credits 60

¹ For SAC students, this course or COUN 516 must be taken prior to practicum

² Some electives may have prerequisites

Highly qualified undergraduate psychology majors are eligible to apply in their junior year for the accelerated BA-MA program in Clinical Mental Health Counseling. This program enables students to take graduate courses during their senior year that count toward both the bachelor's and master's degrees.

Applicants for this accelerated program must have a GPA of at least 3.0 and must meet the same admission requirements as all other applicants. Students must apply by February 10 of their junior year. Those admitted must maintain a 3.0 GPA throughout the bachelor's part of the program. In addition, performance in graduate-level courses is subject to all academic policies and requirements of the Department of Graduate Education, Leadership, & Counseling.

Students accepted into the CMHC accelerated program who would like to complete the BA/MA in 5 ½ years will take the following 15 credits of graduate courses during their senior year, in addition to the necessary undergraduate courses:

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 550	Counseling Techniques Laboratory	3
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3

* Undergraduate students who would like to take fewer than 15 graduate credits during their senior year are also eligible to apply for the accelerated program. Taking fewer than 15 courses as an undergraduate student may mean that it will take longer than 5 ½ years to complete the BA/MA.

Following successful completion of the undergraduate program, students will automatically be matriculated into the Clinical Mental Health Counseling MA-degree program, where they will complete the remaining MA-level coursework.

Note: The graduate credits taken during the student's senior year would appear in the GPA and credit hours of the undergraduate transcript *until* the student matriculates as a graduate student into the counseling program. This ensures that all decisions about the undergraduate student while he/she is still in the psychology program will be on the basis of his/her complete academic performance. After the student receives the bachelor's degree and matriculates into the Master's program, all graduate courses will then be included on the graduate transcript in the GPA and credit hours, and a note to that effect will appear on the undergraduate transcript. Course credits will not be counted on both transcripts.

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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 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(s): CNPY514 or permission of instructor.

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 510 Approaches to Family Counseling 3 Credits

Presents a basic understanding of major approaches of family counseling. Family counseling approaches covered include structural, systems, Ackerman, Satir, and analytical. These approaches are presented as related to major problem centered family concerns—child-rearing concerns, alcohol, drugs, child abuse, dysfunctional marriage, divorce, etc. Emphasizes self-awareness as related to family development.

Prerequisite(s): 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(s): 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.

Prerequisite(s): CNPY 502.

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.

COUN 585 Clinical Mental Health Counseling Practicum 3 Credits

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

Prerequisite(s): To be taken semester prior to COUN 590.

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(s): 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(s): 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 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.

Prerequisites: COUN 590.

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 520 Measurement, Tests and Assessments in Counseling 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

Cooperative Education Coordinator Certificate

Program Overview

Rider University offers the two required graduate courses for this certificate. The applicant should refer to the certification requirements on the NJDOE website (<http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&maxhits=1000&field=2>).

Certificate Offered

- Cooperative Education Coordinator Certificate

Contact

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Cooperative Education Coordinator Certificate Requirements

(6 credits)

Code	Title	Credits
BSED 508	Organizing and Administering Cooperative Work Experience Programs	3
COUN 505	Vocational/Career Development	3
Total Credits		6

Courses and Descriptions

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.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

Counseling Services (M.A.)

Program Overview

The Master of Arts in Counseling Services (*school counseling concentration*) is a 48-credit program that prepares students for school counseling positions in elementary and secondary public and private schools. This program meets the educational requirements for state certification as a K-12 school counselor in New Jersey (<http://www.state.nj.us/education/educators/license/endorsements/2702S.pdf>), and meets the certification requirements of most other states. In addition, the program prepares students for the eight core content areas of the National Counselor Exam (NCE), required by the National Board of Certified Counselors (NBCC) in order to become a National Certified Counselor. Students completing this program will also have met the educational requirements for Board Certified Coach (BCC) (<http://www.cce-global.org/bcc>) and, with two additional courses, for the Student Assistance Coordinator (SAC) (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>) certificate.

In keeping with the University's core mission, this program is student-centered. Courses are offered in the evenings with full-time and part-time enrollment options available to meet the needs of returning and professional students with busy lives. Cutting-edge instruction, hands-on practice in schools, and supportive faculty who are dedicated to mentoring students are core program components. The faculty and training are focused on wellness counseling and positive psychology, with an emphasis on the strengths of the individuals served, rather than on deficits.

Credits Curriculum Overview

All students in this area of study are required to complete 48 credits of coursework and to take classes that cover the theories of counseling and psychotherapy, ethical and legal issues, counseling children, adolescents and their families, along with an elementary school counseling or secondary school counseling practicum and two internships. The practicum and internships require 700 hours of fieldwork in preparation for professional practice. Fieldwork placement occurs through close collaboration with Rider's clinical coordinator and is supervised by both practitioners in the field and professors in the classroom.

All degree candidates must purchase student professional liability insurance once they enter the field.

Degree Offered

- M.A. in Counseling Services

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Accreditation Information: The Counseling Services program (school counseling concentration) has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1999. The program is accredited until October 31, 2022.

Related programs

- Clinical Mental Health Counseling (M.A.) (p. 729)
- Counseling Services (Ed.S.) (p. 740)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)
- Director of School Counseling Services (p. 746)
- School Psychology Ed.S. (p. 807)

Counseling Services (School Counseling Concentration) Program Requirements

(48 credits)

Refer to Counseling Services Handbook for course sequence and prerequisites.

Code	Title	Credits
Courses Required Before Practicum		
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 550	Counseling Techniques Laboratory	3
EDPS 503	Human Growth and Development	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3
Courses Required Prior to or Concurrent with Practicum		
COUN 505	Vocational/Career Development	3
EDPS 520	Measurement, Tests and Assessments in Counseling/School Psychology	3
EDSO 510	Sociological and Cultural Foundations of Education	3
Practicum. Choose one of the following:		3

CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	
CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	
COUN 580	Elementary School Counseling Practicum	
COUN 581	Secondary School Counseling Practicum	
Courses Required at the End of the Program		
COUN 590	Internship in Counseling I	3
COUN 591	Internship in Counseling II	3
Courses that Can Be Taken at Any Time		
CNPY 518	Counseling Children, Adolescents and Families	3
EDUC 500	Introduction To Research	3
Total Credits		48

Highly qualified undergraduate psychology majors are eligible to apply in their junior year for the accelerated BA-MA program in School Counseling. This program enables students to take graduate courses during their senior year that count toward both the bachelor's and master's degrees.

Applicants for this accelerated program must have a GPA of at least 3.0 and must meet the same admission requirements as all other applicants. Students must apply by February 10 of their junior year. Those admitted must maintain a 3.0 GPA throughout the bachelor's part of the program. In addition, performance in graduate-level courses is subject to all academic policies and requirements of the Department of Graduate Education, Leadership, & Counseling.

Students accepted into the School Counseling accelerated program who would like to complete the BA/MA in 5 years will take the following 15 credits of graduate courses during their senior year, in addition to the necessary undergraduate courses:

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 550	Counseling Techniques Laboratory	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3

* Undergraduate students who would like to take fewer than 15 graduate credits during their senior year are also eligible to apply for the accelerated program. Taking fewer than 15 courses as an undergraduate student may mean that it will take longer than 5 years to complete the BA/MA.

Following successful completion of the undergraduate program, students will automatically be matriculated into the School Counseling MA-degree program, where they will complete the remaining MA-level coursework.

Note: The graduate credits taken during the student's senior year would appear in the GPA and credit hours of the undergraduate transcript *until* the student matriculates as a graduate student into the counseling program. This ensures that all decisions about the undergraduate student while he/she is still in the psychology program will be on the basis of his/her complete academic performance. After the student receives the bachelor's degree and matriculates into the Master's program, all graduate courses will then be included on the

graduate transcript in the GPA and credit hours, and a note to that effect will appear on the undergraduate transcript. Course credits will not be counted on both transcripts.

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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 518 Counseling Children, Adolescents and Families 3 Credits

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

CNSC 580 Elementary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

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

Prerequisite(s): COUN 515 or COUN 516.

CNSC 581 Secondary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor in training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students. Students must be supervised by a Substance Awareness Coordinator (SAC).

Prerequisite(s): COUN 515 or COUN 516.

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

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 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.

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(s): 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(s): To be taken semester prior to COUN 590.

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(s): 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(s): 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.

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 520 Measurement, Tests and Assessments in Counseling 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits

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

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

Counseling Services, Educational Specialist

Program Overview

The Ed.S. in Counseling Services is a 66-credit program that meets the academic requirements for the Licensed Professional Counselor (LPC) (<http://www.njconsumeraffairs.gov/pc/Pages/default.aspx>) in New Jersey, Pennsylvania, and most other states. It also meets all educational requirements for certification as an Approved Clinical Supervisor (ACS) (<http://www.cce-global.org/ACS>) as per N.J.A.C. 13:34-10.2 and 13.1 and as a National Certified Counselor (NCC) (<http://www.nbcc.org/Certification/NCC>). Students may also qualify for the Student Assistance Coordinator (SAC) CEAS (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>). It also provides opportunity for candidates whose masters degree in counseling was completed with 48 or less credits, to complete the 60 credits now required for LPC by many state counseling licensure boards. Such candidates may apply to the Ed.S. program as advanced students and apply their already-completed MA credits toward the Ed.S. degree. Candidates who wish to qualify for Licensed Clinical Alcohol and Drug Counselor (LCADC) (<https://www.certbd.org>) or Certified Alcohol and Drug Counselor (CADC) (<https://www.certbd.org>), may do so by completing all the educational requirements through the Ed.S. program.

Flexibilities built into the Ed.S. degree program allow for career change for both LPC's and school counselors. LPC's who wish to become school counselors can complete courses required to become certified school counselors and master's-level school counselors can complete the courses required for LPC's in many states. Practicing

counselors who wish to become certified as Director of School Counselor Services (<http://www.state.nj.us/education/educators/license/endorsements/0602S.pdf>) or as Student Assistance Coordinators may also complete these through the EdS program. Clinical supervised hours obtained during the Ed.S. post-Master's program may count toward satisfying a portion of the supervised professional counseling experience requirement as per N.J.A.C. 13:34-11.2. Program faculty work with students to develop a customized plan of study necessary to accomplish their desired career goals.

Curriculum Overview

The Ed.S. in Counseling Services is a 66-credit program that is customized to the student's career goals. Some candidates may require more than 66 credits to achieve their desired professional objectives.

There are three concentrations:

- school counseling
- community counseling
- 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

Degree Offered

- Ed.S. in Counseling Services

Contact

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Program Website: Ed.S. Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Clinical Mental Health Counseling (M.A.) (p. 729)
- Student Assistance Coordinator Certificate (p. 814)
- Life and Career Coaching (p. 780)
- School Psychology (Ed.S.) (p. 807)

Counseling Services, Educational Specialist Requirements

- A minimum of 66 graduate credits including appropriate master's level work.
- Eighteen credits must be completed after admission to the Ed.S. for candidates from CACREP approved master's programs.
- Thirty credits must be completed after admission to the Ed.S. for all non-CACREP approved program graduates.
- 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

Code	Title	Credits
Group I—Professional and Psychological Foundations		
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 505	Vocational/Career Development	3
COUN 520	Multicultural Counseling and Relationship Development	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 660	Counseling Supervision: Issues, Concepts and Methods	3
CNPY 502	Theories of Counseling and Helping Professions	3
CNPY 514	Psychopathology	3
EDPS 503	Human Growth and Development	3
EDPS 520	Measurement, Tests and Assessments in Counseling/School Psychology	3
EDPS 521	Statistics and Quantitative Analysis	3
EDUC 500	Introduction To Research	3
Group II—Field Experience		
COUN 550	Counseling Techniques Laboratory	3
Select one of the following:		3
COUN 580	Elementary School Counseling Practicum	
COUN 581	Secondary School Counseling Practicum	
COUN 585	Clinical Mental Health Counseling Practicum	
COUN 586	Practicum II	
COUN 590	Internship in Counseling I	3
COUN 591	Internship in Counseling II	3
COUN 690	Internship in Counseling Speciality I	3-6
Group III—Special and Related Areas		

Select five of the following:

15

COUN 508	Foundations of Clinical Mental Health Counseling
COUN 510	Approaches to Family Counseling
COUN 515	Substance Abuse Counseling
COUN 516	Strategies in Addiction Counseling
COUN 525	Gender Issues in Counseling
COUN 535	Holistic Wellness Counseling
COUN 600	Independent Study and Research in Counseling Services
CNPY 503	Psychological Development of the Adult and Aging
CNPY 515	Consultation in School and Agency Settings
CNPY 516	Advanced Psychopathology
CNPY 518	Counseling Children, Adolescents and Families
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change
EDAD 501	Educational Leadership and Organizational Theory
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning
EDPS 502	Psychological Development of the Child and Adolescent
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs
EDSO 510	Sociological and Cultural Foundations of Education
EDUC 530	Student Affairs & Experiences in Higher Education

Total Credits

66-69

Courses and Descriptions

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 510 Approaches to Family Counseling 3 Credits

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

Prerequisite(s): 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(s): 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.

Prerequisite(s): CNPY 502.

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.

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(s): 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(s): To be taken semester prior to COUN 590.

COUN 585 Clinical Mental Health Counseling Practicum 3 Credits

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

Prerequisite(s): To be taken semester prior to COUN 590.

COUN 586 Practicum II 1 Credits

The continuation of Practicum, this 1-credit course is required for those students who were unable to complete the 100-fieldwork hours of Practicum in the fall or spring semester. Students will continue at their Practicum fieldwork site and will be responsible for completing the remainder of their 100-hours. A grade will not be granted in Practicum until the successful completion of Practicum II. The approval and cooperation of the intern's agency or school field supervisor for continuing placement must be obtained at the conclusion of the prior semester. Prior to enrollment, students must submit documentation of supervisor, director, and professor permission and a comprehensive plan for fieldwork- hour completion to the clinical coordinator.

Prerequisite(s): COUN 580 or CNCSC 580 or COUN 581 or CNCSC 581 or COUN 585 and all other required course work must be completed or in progress. Program director approval with professor of record approval is required.

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(s): 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(s): COUN 590 and all other required course work must be completed or in progress and permission of the faculty supervisor must be obtained; any exceptions must be approved by the faculty supervisor.

COUN 600 Independent Study and Research in Counseling Services 1-3 Credits

Students may take two independent studies. However, under special circumstances, such as students seeking certifications (e.g., Student Assistance Coordinator), students may be approved by their advisor to take up to six COUN 600 3-credit courses for a total of 18 credits.

COUN 660 Counseling Supervision: Issues, Concepts and Methods 3 Credits

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

Prerequisites: COUN 590.

COUN 690 Internship in Counseling Speciality I 3-6 Credits

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

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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(s): CNPY514 or permission of instructor.

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

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.

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 520 Measurement, Tests and Assessments in Counseling 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits

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

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

Developing People and Organizations Certificate

Program Overview

This track is aimed at preparing students to be successful, strategic and impactful professionals who are able to work effectively through others. The Program:

- offers insight into human and organizational relationships;
- enhances the capacity for sound analytical judgment; and
- encourages the ability to see the "big picture" as it relates to an organization and its environment.

Curriculum Overview

Coursework focuses on applied action grounded in theory, and embraces principles applicable to administrative issues in the private, public,

and nonprofit sectors. The courses enable students to enhance their knowledge and skills in:

- employee recruitment
- leadership development
- group dynamics
- organizational change
- conflict management
- succession planning
- training and development
- adult learning theory

Certificate Offered

- Developing People and Organizations Certificate

Contact

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Program Website: Developing People and Organizations (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/leadership-programs/graduate-programs-organizational-leaders/developing-people-organizations>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Organizational Leadership (M.A.) (p. 800)

Program Requirements

(15 Credits)

Code	Title	Credits
LEAD 510	Organizations: Design and Dynamics (Pre-Requisite in Core Curriculum)	3
Select four of the following courses:		12
LEAD 511	Facilitating Culture and Process Change in Organizations	
LEAD 512	Forms of Diversity in Organizations	
LEAD 531	Developing The Human Side of Organizations	
LEAD 532	Program Design for Training and Development in Organizations	
LEAD 533	Conflict and Crisis Resolution in Organizations	
LEAD 534	Team Effectiveness and Creativity in Organizations	
Total Credits		15

Courses and Descriptions

LEAD 510 Organizations: Design and Dynamics 3 Credits

This course will provide students with foundational knowledge in the area of organization studies. Students will gain insight into organizational structure and how it affects interdepartmental behaviors, communication and work flow. The course emphasizes how organizational environment and culture generate and reinforce the way organizational systems work and how leaders operate within these organizational contexts.

LEAD 511 Facilitating Culture and Process Change in Organizations 3 Credits

Organizational culture and existing processes can enable productive and effective environments, or they can be barriers to carrying out the central missions of corporations, not-for-profits, governmental or educational institutions. For organizations to thrive and survive in the future they must be able to change and develop rapidly. This course provides a working knowledge of the key theories and practices necessary to be an effective change agent. Students develop skills in diagnosis, design of interventions and strategies for communicating change.

Prerequisite(s): LEAD 510 or concurrent with LEAD 510.

LEAD 512 Forms of Diversity in Organizations 3 Credits

Increasingly, leaders and employees are part of a more diverse, multiethnic and globally influenced workforce. Students will become more conversant with forms of diversity, such as different cultural traditions, as well as differences in generational sensibilities, ableness, gender, and level of adult development. Students will learn about the different “worldviews” which organizational members bring into the organization, and how that affects their ability to work together. The course develops students’ knowledge of and skills in practicing: principles for optimizing human performance in organizations, cultural intelligence, human diversity, and leading multicultural organizations.

LEAD 531 Developing The Human Side of Organizations 3 Credits

This course examines Strategic Human Resources Management (SHRM) within today’s organizations, and is designed to provide students with a comprehensive understanding of SHRM practices from a systemic and strategic perspective. Students learn approaches leaders use to recruit, select, evaluate, and develop employees and strategies to create a positive work environment.

LEAD 532 Program Design for Training and Development in Organizations 3 Credits

This course provides a full circle approach to workforce training and development that is applicable to professionals in human resources, organizational development, or other leaders who see themselves as trainers, mentors and coaches. The course is designed for students to explore “real world” applications for programs, services and operations in a training environment, and covers key principles such as adult learning theory, facilitation skills, curriculum development, needs assessment, training methodology and techniques, resources and constraints, as well as learning how to evaluate and improve the efficacy of training programs.

LEAD 533 Conflict and Crisis Resolution in Organizations 3 Credits

Leaders face conflict and crisis in their organizations. Being effective in their resolution is an important leadership attribute. Skills that support positive and integrative outcomes include mediation, negotiation and crisis resolution skills. This course will use multiple case studies and role-playing assignments to engage students in understanding how individuals and teams handle mediation and negotiation scenarios. The course will also use multiple case studies to enhance students' understanding of the components of effective and ineffective leadership for crisis.

LEAD 534 Facilitation and Team Leadership 3 Credits

This course examines the characteristics and behaviors of teams that produce good results and/or generate new ideas. The focus of the course is on how to lead high functioning teams and the development of facilitation capabilities, so that students can effectively lead teams and organizations.

Director of School Counseling Services Certificate

Program Overview

The program is designed for school counselors who wish to be certified as director of school counseling services. The Director of School Counseling Services endorsement authorizes the holder to serve as a director, administrator or supervisor of school counseling services, including the supervision of educational activities in areas related to and within the counseling program in grades preschool through 12.

Curriculum Overview

The applicant's academic and professional background are assessed in terms of state certification requirements (<http://www.state.nj.us/education/educators/license/endorsements/0602S.pdf>) in order to determine an appropriate plan of study, however, three courses are typically required.

Certificate Offered

- Director of School Counseling Services Certificate

Contact

Emmanuel Ahia, Ph.D., J.D., LPC, NCC

Professor and Director

Ed.S. Counseling Program & M.A. Clinical Mental Health Counseling

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Program Website: School Counseling Director (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/certificate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Counseling Services (Ed.S.) (p. 740)
- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Student Assistance Coordinator Certificate (p. 814)

- Life and Career Coaching (p. 780)

Director of School Counseling Services Requirements

(9 credits)

Three courses are typically required. Students are advised to consult with their advisor.

Code	Title	Credits
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3
or COUN 660	Counseling Supervision: Issues, Concepts and Methods	

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

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.

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.

Prerequisites: COUN 590.

Doctor of Educational Leadership

Program Overview

Rider's Doctor of Educational Leadership brings together passionate and experienced educators to collaboratively study the complex and pressing issues facing students and teachers today — and to develop practical, evidence-based solutions to respond to those issues through action research.

The **36-month, 51-credit program** involves two years of coursework and a year of dissertation research and analysis. Hybrid (online and on-campus) studies and summer residencies enable education professionals to pursue the degree without career interruption.

The goal of Rider's Ed.D. program is to prepare skilled professionals who use research and scholarship to inform their leadership and decision making. Through the required coursework, you will develop a greater understanding and sense of context for today's major educational challenges, including:

- Educational reform
- Instructional leadership
- Educational accountability and assessment
- Research methods and data analysis
- Social context of education

- Politics and governance
- Teachers and teaching
- Resource allocation and deployment

Curriculum Overview

Much of the program's coursework will relate to issues facing your own school, district or college, giving you practical knowledge and insights that you can apply every day to your work. Early in the program, you will learn how action research can be used to determine needs and options, and begin working with members of the doctoral faculty to identify a potential problem, issue or opportunity of interest to you. You will then implement and evaluate your own dissertation change project.

As an added feature of our program we are currently offering our candidates the option to take a concentration of four courses focused on higher education. See the Concentration tab for the coursework related to this option.

Carnegie Project on the Education Doctorate Rider has been invited to become a member of the prestigious Carnegie Project on the Education Doctorate

The **Carnegie Project on the Education Doctorate (CPED)** includes over 100 colleges and schools of education, which have committed resources to work together to undertake a critical examination of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation.

Vision

The Vision of the Carnegie Project on the Education Doctorate (CPED) is to inspire all schools of education to apply the CPED framework to the preparation of educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century.

Mission

The Mission of the Carnegie Project on the Education Doctorate (CPED) is to strengthen, improve, support and promote the CPED framework through continued collaboration and investigation.

The Framework

Through a collaborative, authentic process, members of CPED developed a Framework for EdD program design/redesign that supports creating quality, rigorous practitioner preparation while honoring the local context of each member institution. The CPED Framework consists of three components—a new definition of the EdD, a set of guiding principles for program development and a set of design-concepts that serve as program building blocks.

Members enter the Consortium at points of considering a new EdD. As they engage in the Consortium, they utilize this Framework to design/redesign, evaluate and improve their programs. As such CPED members are often at different levels in the design/redesign process.

Guiding Principles for Program Design

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate

principles for the professional doctorate in education. The professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

Standards-Based Studies

The curriculum is built around the National Policy Board for Educational Administration’s student-centric 2015 Professional Standards for Educational Leaders (http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf) (formerly known as the ISLLC Standards).

Prepared for and by educational leaders, the standards focus on 10 high-impact areas that drive and measure excellence in professional practice:

1. Mission, Vision and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Program Format

A defining element of this innovative doctoral program is its cohort model of 10 to 12 students. This design creates a highly supportive and interactive learning environment that promotes peer-to-peer learning and networking, as well as close mentoring relationships between faculty and students. The coursework is progressive, with each class building the knowledge base.

Program Features

- **Flexibly designed** around the schedules of working professional educators
- **Asynchronous online classes** throughout each semester
- **Three on-campus Saturday sessions** (9 a.m. – 3 p.m.) each fall and spring semester
- **8-day summer residencies in July** (2 consecutive weeks, Monday through Thursday)

The Online Experience

Your online courses will be asynchronous, enabling you to complete most of your course assignments and activities at the time and place that’s best for you. For example, discussion board question responses can be posted and assignments submitted at a time that is convenient (as long as the activity is completed by the stated due date).

Real-time, interactive e-sessions will be scheduled periodically. Over the course of your studies, peer-to-peer and faculty interactions will include such activities as team projects and special presentations. (*Note: Web cam access will be needed for these sessions.*)

One-to-one access to our doctoral faculty is a critical part of the program. Your professors will be available for meetings on-campus, as well as by phone or streaming video. Each semester, your professors will interact with you by phone and email, participate actively in discussion boards and webinars, and provide feedback on assignments.

You will be assisted in all your scheduling and registration needs, as well as planning your coursework and maintaining academic progress based on your goals (a minimum 3.0 GPA is required for the doctoral program). You also will have full access to services and resources of the University.

Degree Offered

- Ed.D. in Educational Leadership

Contact

Leonard R. Goduto, Ed.D.
 Program Director
 Memorial Room 218B
 609-895-5471
lgoduto@rider.edu

Program Website: Educational Leadership (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/doctor-of-educational-leadership>)
 Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Program Requirements

(51 credits)

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Year 1		
Fall Semester		Credits
EDLD 802	Educational Change, Systemic Reform, Exercising the Politics of Change	3
EDLD 801	Action Research: Principles and Methods	3
Semester Credit Hours		6
Spring Semester		
EDLD 804	Community Building and Sustaining Community Partnerships	3

EDLD 810	Curriculum Leadership: Transforming Teachers/Developing Teacher Talent	3
Semester Credit Hours		6

Summer Semester

EDLD 800	Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning	3
EDLD 803	Instructional Leadership and Educational Reform	3
Semester Credit Hours		6

Year 2**Fall Semester**

EDLD 809	Finance, Fundraising and Fiscal Management	3
EDLD 805	Valuing Diversity/Equity: Developing and Fostering a Community of Learners	3
Semester Credit Hours		6

Spring Semester

EDLD 811	Innovation and the Use of Educational Technology	3
EDLD 812	Leading Programs for Diverse Learners and At Risk Students	3
Semester Credit Hours		6

Summer Semester

EDLD 806	Research Proposal Development	3
EDLD 808	Generating, Using, and Assessing Data Accountability and Student Assessment	3
Semester Credit Hours		6

Year 3**Fall Semester**

EDLD 814	Dissertation of Practice II	3
Semester Credit Hours		3

JTerm

EDLD 815	Dissertation of Practice III	3
Semester Credit Hours		3

Spring Semester

EDLD 816	Dissertation of Practice IV	3
Semester Credit Hours		3

Summer Semester

EDLD 807	Law and Policy	3
EDLD 813	Dissertation of Practice I/Research Proposal Development Defense	3
Semester Credit Hours		6
Total Credit Hours for Graduation		51

Doctor of Educational Leadership Concentration in Higher Education

Program Requirements

(12 credits)

Code	Title	Credits
EDUC 525	The Higher Education Organization ¹	3
EDUC 530	Student Affairs & Experiences in Higher Education ²	3

EDUC 535	Legal and Ethical Issues in Higher Education ³	3
EDUC 540	Leading Operations, Change and Assessment in Higher Education ⁴	3

Total Credits 12

¹ In place of EDLD 802.

² In place of EDLD 810.

³ In place of EDLD 809.

⁴ In place of EDLD 811.

Courses

EDLD 800 Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning 3 Credits

This course will challenge students to embrace a system view of leadership and organizational change at the organizational level. Students will compare, contrast and critique theories and models of organizational learning, knowledge creation, and organizational capacity building and apply them to their own organizational settings. The course will focus on three leadership standards: instructional leadership, operational and managerial leadership, and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to lead, initiate and sustain change in organizations. It investigates process and content issues of team building, interpersonal and group relations, and effective problem solving and decision making skills in collaborative environments. The course emphasizes the moral, ethical and social responsibilities of organizational leaders, as well as the application of principles to organizational leadership behavior and decision-making. Students will also investigate current research trends regarding ethical issues in education and other organizational contexts.

Prerequisite(s): Master's Degree.

EDLD 801 Action Research: Principles and Methods 3 Credits

This course provides an introduction to action research, with emphasis on its application in educational settings. The course covers definitions and purposes of action research. Students will explore theoretical, methodological, and ethical issues pertinent to action research. During the course, students will engage in an action research project in an educational setting.

Prerequisite(s): Master's Degree.

EDLD 802 Educational Change, Systemic Reform, Exercising the Politics of Change 3 Credits

This course will provide students with the skills necessary to achieve educational reform and improvement while navigating the political environment within educational institutions. Through this course, students will analyze various theories and how these ideas apply to education, organizations, change, and leadership.

Prerequisite(s): Master's Degree.

EDLD 803 Instructional Leadership and Educational Reform 3 Credits

Through this course, students will examine contemporary educational practices and their relationship to leadership theories, models, and strategies. Participants will investigate research based instructional practices and develop the skills necessary to identify issues within organizations in suburban and urban settings. The course will provide students with a deep knowledge of the educational challenges faced by educational leaders in today's society. The focus will be on learning a successful organization through the implementation of research based strategies.

Prerequisite(s): Master's Degree.

EDLD 804 Community Building and Sustaining Community Partnerships 3 Credits

Drawing on philosophies/theories, processes, and practices that build and sustain effective school-community partnerships, this course addresses the identification and utilization of community resources and the development of effective intra- and inter-organizational strategies, community linkages, and collaborative efforts necessary to provide for the holistic needs of students and families. Special attention is focused on the role of school leaders in planning and implementing community-wide and building level communications and involvement networks, through the development of practical action learning sets and tools. Building Commitment: How do leaders build and use public awareness and commitment to support their schools?

Prerequisite(s): Master's Degree.

EDLD 805 Valuing Diversity/Equity: Developing and Fostering a Community of Learners 3 Credits

The focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; excellence with equity goals; design more effective policies and practices to improve the quality of teaching; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values. The course explores theories, evidence, designs, methods, and mechanisms associated raising achievement and closing gaps.

Prerequisite(s): Master's Degree.

EDLD 806 Research Proposal Development 3 Credits

This course builds on the action research course to more clearly define the rationale and procedures of educational and social science research. The course is designed for our first-year doctoral students. Topics will include the nature and purpose of research, planning and conducting research, critiquing and evaluation research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Students will build on prior project ideas, concepts, and research practice to more fully develop into their Dissertation of Practice topic. This course has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research topic for the Dissertation of Practice.

Prerequisite: Master's Degree.

EDLD 807 Law and Policy 3 Credits

This course explores legal, ethical and politics issues governing PreK-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. The course will explore evolving legal standards on a variety of issues. The course will draw on real cases and legal/policy dilemmas that practitioners face, and focus on preventive law - providing current and future school learners with knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

Prerequisite: Master's Degree.

EDLD 808 Generating, Using, and Assessing Data Accountability and Student Assessment 3 Credits

This course will develop the skills necessary for educational leaders to identify and define problems, implement data collection methods, and analyze, interpret, and report data across multiple levels from the individual student to the larger system. Students will gain the knowledge and skills to use data in decision making within a problem solving framework that enables evaluation of instructional programs and practices. Within this course, students will engage in activities designed to enhance skills in data-based decision making, including: large and small group discussion; review of the extant literature base; review and use of different technologies and statistical methods for data collection and analyses; case studies and simulated data analyses; and application of skills in real world settings. Attainment of these skills will prepare the student for the dissertation process to serve as an instructional leader in the field. The course references and aligns with state adopted core curriculum content standards and professional development standards, the Standards for Schools Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

Prerequisite: Master's Degree.

EDLD 809 Finance, Fundraising and Fiscal Management 3 Credits

Financial and managerial leadership of a school building or district is a primary factor in the success or failure of school instructional programs. This course provides an opportunity for public and private school practicing and prospective administrators to gain an understanding of their role in these critical areas. Providing the resources to fund academics/instruction/athletics, facilities and capital projects is a focus of this course. A comprehensive understanding of the financial implications of systemic reform, centralized goal setting, accountability standards, and decentralized forms of site-based management, school choice, and charter schools will be a focus of study. This course will also provide a comprehensive overview of fund raising. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. Various fund raising vehicles are surveyed and participants learn to apply fund raising strategies that are appropriate to their organizational setting.

Prerequisite: Master's Degree.

EDLD 810 Curriculum Leadership: Transforming Teachers/Developing Teacher Talent 3 Credits

This course will focus on the complex nature of teaching and learning and provide participants with the skills necessary to guide instructional practice. Adult learning theory will be examined as will curriculum theories, instructional practices, professional development, and human capital.

Prerequisite: Master's Degree.

EDLD 811 Innovation and the Use of Educational Technology 3 Credits

This course addresses the intersection of organizational change and educational technology. Students will develop a philosophy of educational technology and explore related issues in policy, diversity, ethics, and evaluation. The course also covers research and theory on organizational change and processes for developing a culture of innovation. Students will apply theories of organizational change to the implementation and use of technology in educational contexts.

Prerequisite: Master's Degree.

EDLD 812 Leading Programs for Diverse Learners and At Risk Students 3 Credits

This course examines some of the best practices for supporting diverse learners and at-risk students and some of the reasons behind the intrinsic and bureaucratic/policy barriers that may hinder their success. Schools are faced with an increasing number of diverse learners and at-risk students who require additional academic, social and/or medical supports for them to achieve success. This course will examine the root causes that may hinder student success and some of the programs and approaches that have proved successful in meeting their needs.

Prerequisite: Master's Degree.

EDLD 813 Dissertation of Practice I/Research Proposal Development Defense 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research.

Prerequisite: Master's Degree.

EDLD 814 Dissertation of Practice II 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice I.

Prerequisite(s): Master's Degree.

EDLD 815 Dissertation of Practice III 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice II.

Prerequisite(s): Master's Degree.

EDLD 816 Dissertation of Practice IV 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice III.

Prerequisite(s): Master Degree.

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

Early Childhood Education (P-3) Certificate

Program Overview

The Post-Baccalaureate Teacher Certification Program in Early Childhood Education (P-3) is designed for college graduates seeking initial teaching certification. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience

(student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in Early Childhood Education (P-3) is a 24 credit graduate program requiring five courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Preschool through Grade 3 (P-3) Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Teaching (M.A.T.) (p. 830)

Early Childhood Education (P-3) Certificate Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
ECED 532	Issues and Challenges in Early Childhood Education	3
CURR 702	Early Literacy Teaching and Learning	3
ECED 550	Development Methods and Assessment in Early Childhood Education	3
CURR 710	Elementary Mathematics Teaching and Learning	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		24

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a “C+” grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits
This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 702 Early Literacy Development for Diverse Learners 3 Credits
This course addresses current strategies for teaching beginning learners’ vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students’ career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits
This course introduces candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. In alignment with NAEYC and NCTM and NJ Student Learning standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. Students also explore positive models of classroom management and environment design to support diverse learning needs. The course provides candidates with the pedagogical proficiency necessary for the development of the mathematical dimensions of their students’ career readiness skills. Field experiences consist of classroom observations with instructional analysis and assessment of children’s mathematical thinking.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

ECED 507 Emergent Literacy 3 Credits

Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-phonetic, syntactic, semantic, and pragmatic. Explores the components of these processes including concepts of print, knowledge of the alphabet, phonological awareness, language play, literary genres, spelling development, vocabulary development, and word recognition.

ECED 532 Families, Community, and Diversity in Early Childhood Education 3 Credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ECED 550 Development Methods and Assessment in Early Childhood Education 3 Credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

Educational Leadership

Program Overview

The program in Educational Leadership at Rider University prepares candidates for leadership positions at different administrative levels in elementary and secondary schools, colleges and related educational organizations. All programs are accredited by NCATE/CAEP. The program has 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 Professional Standards for School Leaders 2015, and the Standards of the National Policy Board for Educational Administration, utilized by the Educational Leadership Constituent Council 2011 (ELCC).

Preparing Principals for New Emerging Needs

Rider's Educational Leadership program recognizes that it is principals who are best positioned to lead the effort in their schools to ensure that teaching and learning are as excellent as possible. Principals who have a school-wide focus on better teaching and learning, who know how to create a vision and share authority, and who are prepared to

be accountable for achieving the school's educational goals, are vital to ensuring the quality of our children's education. The professionals in the College of Education and Human Services work with the program's participants to develop and evaluate curricula, use data to diagnose student needs, coach teachers, plan professional development in their schools, and establish school-wide norms that support high quality teaching and learning.

Curriculum Overview

Leading to a Master of Arts in Educational Leadership, the Principal Leadership program's cohort-based, executive-style format brings educational peers together to study, network and learn as a unit throughout the program. Participants engage in online classes during the school year and attend two residencies on Rider's Lawrenceville campus each summer. The program's flexible, blended learning format recognizes the demands of the teaching profession while maintaining the rigors of a quality leadership training program. Participants pursue their graduate studies without interrupting their professional and personal responsibilities. Candidates complete their graduate studies in two years, and are eligible to apply for both the principal and supervisor certificates.

Educational Leadership Highlights

The 36-credit program of study consists of 12 courses that focus on three areas of leadership:

- personal leadership
- instructional leadership
- school culture leadership

An accomplished and distinguished faculty whose members bring deep practical and theoretical knowledge to their disciplines lead the program. There is close integration of coursework and fieldwork, using techniques such as case studies, problem-based learning and journaling to encourage continuous reflection about the connections between theory and practice. The curriculum heavily emphasizes teaching and learning, school redesign and collaborative decision-making. Relevant field-based experiences (Leadership Growth Projects) are also integrated throughout the program of study, beginning with the very first course.

Planned Internship Experiences

This year-long aspect of the program emphasizes both the management and instructional facets of leadership for increased student performance. Coordinated by the program director at Rider and a school-based mentor, participants develop the skills needed to strategically transform public schools that prepare students for college and career success.

Degree Offered

- M.A. in Educational Leadership

Contact

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Program Director

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Program Website: Educational Leadership (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/>)

[college-liberal-arts-education-sciences/school-of-education/graduate-programs](http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs))

Related Programs

- Principal Certificate (p. 804)
- Teacher Leadership (p. 817)
- Supervisor of Instruction (p. 816)

Educational Leadership Program Requirements

(36 credits)

Code	Title	Credits
Group I—Leadership		
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 591	Seminar/Practicum in Education Leadership ¹	3
EDAD 592	Seminar/Practicum in Educational Leadership ²	3
Group II—Supervision		
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
Group III—Curriculum and Instruction		
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
Group IV—Foundations		
EDUC 515	Issues in American Schools and Society	3
Total Credits		36

¹ This course should be taken in the fall semester.

² This course should be taken in the spring semester.

Notes:

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

complete a 150 hour “capstone internship” in the Seminar/Practicum course EDAD 510.

6. Submit an electronic Leadership Growth Project Portfolio.
7. Complete a comprehensive standards-based self-assessment.
8. Complete a “Capstone School Improvement/Change Project.”

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

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 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(s): EDAD 505.

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(s): EDAD 501.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDAD 591 Seminar/Practicum in Education 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(s): EDAD 591.

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.

Elementary Education (K-6) Certificate

Program Overview

The Post-Baccalaureate Elementary Education Teacher Certification Program is designed for college graduates seeking initial teacher certification as a teacher in elementary school settings. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester. The program is state approved and nationally accredited.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Elementary Education Teacher Certification Program is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a semester of full-time student teaching.

Certificate Offered

- Elementary Education (K-6) Certificate

Contact

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Related Programs

- Teaching (M.A.T.) (p. 830)

Elementary Education Certificate (K-6) Requirements

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Teaching and Learning	3
CURR 710	Elementary Mathematics Teaching and Learning	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	3-9
Total Credits		15-21

Additional requirements for completion

- Completion of all courses before final clinical experience (student teaching) with a “C+” or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a “C+” grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits
 This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 702 Early Literacy Development for Diverse Learners 3 Credits
 This course addresses current strategies for teaching beginning learners’ vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students’ career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits
 This course introduces candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. In alignment with NAEYC and NCTM and NJ Student Learning standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. Students also explore positive models of classroom management and environment design to support diverse learning needs. The course provides candidates with the pedagogical proficiency necessary for the development of the mathematical dimensions of their students’ career readiness skills. Field experiences consist of classroom observations with instructional analysis and assessment of children’s mathematical thinking.

CURR 715 Inclusive Elementary Science, Arts, & Social Studies Teaching 3 Credits
 This course provides aspiring elementary school teachers with a variety of developmentally appropriate options for designing, implementing, and evaluating curriculum and instruction in science, social studies, and the arts. Using NJ Student Learning Standards, emphasis is placed on inclusive practices and differentiation of instruction (e.g., modifying curriculum planning, learning environments, and instructional materials, content, processes, and products), curriculum integration, thematic unit and lesson planning, various teaching strategies, hands-on learning experiences, inquiry learning, career readiness skills, higher-order thinking, reflective practice, and various assessment strategies. Other facets of teaching also are addressed or reviewed in the course. These include the characteristics and needs of students with disabilities motivation, classroom management, and becoming a team member of a school faculty. Candidates also refine their pedagogical knowledge and skills by participating in the modification of instruction to meet the needs of diverse learners in nearby school settings.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Endeavor STEM Concentration

Program Overview

The Master of Arts in Teacher Leadership with a STEM concentration seeks students who wish to enhance their knowledge and ability to deliver content instruction and further develop their leadership skills in educational settings. This program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession.

Participants who complete the full master's degree will acquire both content knowledge and the skills needed to be effective teacher leaders in their schools and school districts. The full master's degree program includes both the 21 credit Teacher Leadership core and 15 credits in approved STEM courses. A Capstone Project demonstrating the ability to develop and practice teaching and shared leadership skills is a requirement of this concentration.

Curriculum Overview

Developed as a partnership between Rider University and the U.S. Satellite (Endeavor) Laboratory, the Master of Arts in Teacher Leadership with a STEM concentration is designed to prepare experienced STEM teachers to assume a greater leadership role in their schools, and share their skills and knowledge while remaining active in the classroom.

Degree Offered

- M.A. Teacher Leadership with a STEM Concentration

Contact

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Program Website: Teacher Leadership (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher Leadership Professional Development Certificate (p. 827)
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)

Endeavor STEM Concentration Program Requirements

(15 credits)

Code	Title	Credits
Required Courses:		3
CURR 660	Methods of STEM Education (Grades PK-5)	
or CURR 661	Methods of STEM Education (Grades 6 - 12)	
Select two to four of the following courses:		9-12
CURR 662	Eyes on Earth: Teaching Earth Science from Space (PK-8)	
CURR 663	Lessons from the Ocean: Science on the Water Planet (Grades 2-12)	
CURR 664	The Arts in STEM: Advancing Meaningful Integration (K-12)	
CURR 665	Climate Change with NSF SPRINTT	
CURR 666	Exploring Mars: A New Twist on Science (or Math)	
CURR 667	Physical Science in Motion: Classroom Applications	
CURR 668	Coding, Robotics, and 1:1 Devices	
CURR 669	Culturally Relevant Pedagogy in the STEM Classroom	

CURR 670	Life and Marine Science: Tracking Live Marine Animals
CURR 671	Life in Space: NASA ISS and Astrobiology
CURR 672	Math Connections to STEM Education
CURR 673	NASA Astronomy and Space Science
CURR 674	NASA Physics for Real Beginners: Earth, Moon, and Space
CURR 675	Reading and Writing in the Science Classroom
CURR 676	The E in STEM: Meaningful Content for Engineering
CURR 677	WDLC - Weather Data Learning Center
CURR 678	Action Research in the STEM Classroom
CURR 679	Practicum in STEM Leadership
CURR 680	STEM Leadership Seminar
Select up to two of the following courses:	
CURR 517	Teaching and Learning Number and Operations
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning
CURR 519	Teaching and Learning Algebraic Reasoning
CURR 520	Teaching and Learning Geometric Understanding
CURR 522	Teaching and Learning Measurement and Data
CURR 640	Teaching and Learning Physical Science
CURR 641	Teaching and Learning Life Science
CURR 642	Teaching and Learning Earth and Space Science
CURR 643	Teaching and Learning Engineering and Design
CURR 644	Teaching and Learning Chemical Science

0-6

Courses and Descriptions

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 640 Teaching and Learning Physical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be placed on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

Endeavor STEM Professional Development Certificate

Program Overview

The Endeavor STEM Professional Development Certificate is a 15 credit experience. Participants will complete 5 approved online courses. The courses are designed to enhance knowledge and ability to deliver instruction in Science and Math content. The Endeavor STEM Professional Development Certificate is appropriate for a wide range of educators looking to share their knowledge with a classroom, school or district.

Certificate Offered

- Endeavor STEM Professional Development Certificate

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/>)

college-liberal-arts-education-sciences/school-of-education/graduate-programs)

Related Programs

- Teacher Leadership (p. 817)
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)

U.S. Satellite Lab Endeavor STEM Professional Development Certificate Program Requirements

(15 credits)

Code	Title	Credits
Required Courses:		3
CURR 660	Methods of STEM Education (Grades PK-5)	
or CURR 661	Methods of STEM Education (Grades 6 - 12)	
Select two to four of the following courses:		6-12
CURR 662	Eyes on Earth: Teaching Earth Science from Space (PK-8)	
CURR 663	Lessons from the Ocean: Science on the Water Planet (Grades 2-12)	
CURR 664	The Arts in STEM: Advancing Meaningful Integration (K-12)	
CURR 665	Climate Change with NSF SPRINTT	
CURR 666	Exploring Mars: A New Twist on Science (or Math)	
CURR 667	Physical Science in Motion: Classroom Applications	
CURR 668	Coding, Robotics, and 1:1 Devices	
CURR 669	Culturally Relevant Pedagogy in the STEM Classroom	
CURR 670	Life and Marine Science: Tracking Live Marine Animals	
CURR 671	Life in Space: NASA ISS and Astrobiology	
CURR 672	Math Connections to STEM Education	
CURR 673	NASA Astronomy and Space Science	
CURR 674	NASA Physics for Real Beginners: Earth, Moon, and Space	
CURR 675	Reading and Writing in the Science Classroom	
CURR 676	The E in STEM: Meaningful Content for Engineering	
CURR 677	WDLC - Weather Data Learning Center	
CURR 678	Action Research in the STEM Classroom	
CURR 679	Practicum in STEM Leadership	
CURR 680	STEM Leadership Seminar	
Select no more than two of the following courses:		0-6
CURR 517	Teaching and Learning Number and Operations	
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	
CURR 519	Teaching and Learning Algebraic Reasoning	
CURR 520	Teaching and Learning Geometric Understanding	
CURR 522	Teaching and Learning Measurement and Data	
CURR 640	Teaching and Learning Physical Science	
CURR 641	Teaching and Learning Life Science	
CURR 642	Teaching and Learning Earth and Space Science	

CURR 643	Teaching and Learning Engineering and Design
CURR 644	Teaching and Learning Chemical Science

Courses and Descriptions

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 640 Teaching and Learning Physical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be place on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

English as a Second Language / ESL (K-12) Certification

Program Overview

The mission of the English as a Second Language program at Rider University is to provide the skills, attitudes and understandings necessary to teach non-native speakers of English in order for them to achieve their greatest potential through education for life.

This Post-Baccalaureate Teacher Certification Program in English as a Second Language is designed for college graduates seeking initial teacher certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in English as a Second Language is a 24 credit graduate program requiring five courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- ESL Certification

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Program Website: ESL Certification (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/english-second-language>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (p. 830)

English as a Second Language / ESL (K-12) Certificate Requirements

(24 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

Additional requirements for completion

- Completion of all courses before the clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 or CURR 771 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

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.

Prerequisite(s): CURR 531 and CURR 538.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 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.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

English as a Second Language Endorsement Certificate

Program Overview

The English as a Second Language (ESL) Endorsement program is an additional endorsement to an initial teacher certification. The program is designed for teachers with certification in areas other than ESL who want to add the endorsement (additional certification) as an ESL teacher to help non-English speakers become fluent in the English language. This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester.

Curriculum Overview

This ESL endorsement provides ESL teaching credentials for those already certified in another specialization. It is a 15 credit graduate program requiring five courses.

Certificate Offered

- English as a Second Language (ESL) Endorsement

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Program Website: ESL Endorsement Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/english-second-language>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/esl-endorsement-certificate/%20http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (p. 830)

English as a Second Language Endorsement Certificate Requirements

(15 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3

EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		15

Courses and Descriptions

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.

Prerequisite(s): CURR 531 and CURR 538.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 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.

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

English Language Arts Education (K-12) Certificate

Program Overview

This Post-Baccalaureate Teacher Certification Program in English Language Arts Education (K-12) is designed for college graduates seeking initial teacher certification. The streamlined, rigorous, and sequential program of professional studies combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The final clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester.

The course work in this program counts toward completion of the Master of Arts in Teaching (MAT) (p. 830).

Curriculum Overview

The Post-Baccalaureate Teacher Certification Program in English Language Arts Education (K-12) is a 21 credit graduate program requiring four courses taken in late afternoons/evenings followed by a full semester of full-time student teaching.

Certificate Offered

- English Language Arts Education (K-12) Certificate

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teaching (M.A.T.) (p. 830)

English Language Arts Education (K-12) Certificate Requirements

(21 credits)

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3

CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 704	Inclusive Methods for Teaching English Language and Theater Arts	3
CURR 720	Inclusive Curriculum Design & Instruction in Secondary Schools	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

Additional requirements for completion

- Completion of all courses before clinical experience (student teaching) with a "C+" or better in each course and with a 3.0 grade point average.
- Completion of CURR 770 with a "C+" grade or better.

Courses and Descriptions

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Higher Education Certificate

Higher Education Administration and Leadership is a field of interest to many Higher Education professionals. The coursework in this Graduate Certificate covers 4 critical areas that together describe how institutions of higher learning operate. Major content areas are: how colleges and universities organize themselves; how they affect students in terms of learning and development; how they are shaped by the larger environment and legal mandates; and how they change and adapt to the changing landscape of education.

The coursework is aimed at working professionals who want to deepen their knowledge of functions such as student affairs, to gain understanding of how schools assess, plan and change, and also who want to develop insight into the complex and changing "big picture" of higher education.

Students earn a Graduate Certificate upon completion of the 4 required courses. If interested in continuing on to the MA in Organizational Leadership (p. 800), all courses can be applied to the required degree credit hours.

Certificate Offered

- Higher Education Certificate

Contact

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Program Website: Higher Education Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-organizational-leaders/leadership-higher-education>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Organizational Leadership (M.A.) (p. 800)

Certificate in Higher Education Requirements

(12 credits)

Students must:

- comply with the general requirements for graduate study in the Rider University Department of Graduate Education, Leadership, and Counseling;
- complete 12 credits with GPA of "B" (3.0) or better.

Code	Title	Credits
EDUC 525	The Higher Education Organization	3
EDUC 530	Student Affairs & Experiences in Higher Education	3
EDUC 535	Legal and Ethical Issues in Higher Education	3
EDUC 540	Leading Operations, Change and Assessment in Higher Education	3
Total Credits		12

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

Life and Career Coaching Certificate

Program Overview

The Life and Career Coaching certificate program at Rider University is designed to meet the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education, Inc. (<http://www.cce-global.org/bcc>) Coaches are helping professionals who assist clients in achieving goals in areas such as life transitions, significant relationships, physical health, emotional well-being, career choices, and spirituality. Some coaches carve out a niche by working with business leaders as executive coaches. Coaches differ from other mental health professionals in that they do not work with clients with mental disorders.

Curriculum Overview

There are three pathways to completion of required coursework, depending on a student's educational and professional background. These pathways range from one to three courses.

Certificate Offered

- Board Certified Coach

Contact

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Program Website: Life and Career Coaching (<http://www.rider.edu/academics/colleges-schools/claes/soe/graduate-programs/counseling-services/life-career>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Clinical Mental Health Counseling (M.A.) (p. 729)
- Organizational Leadership (p. 800)

Life and Career Coaching Certificate Requirements

There are three pathways to the Life and Career Coaching certificate in order to meet the educational requirements for certification, depending on a student's educational and professional background.

For students who hold a *bachelor's degree or a graduate degree in a field outside of social or behavioral science* (e.g. mathematics, biology), three courses are required.

(9 credits)

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 505	Vocational/Career Development	3

For students who hold a *master's degree in counseling or a doctoral degree in a social or behavioral science* (e.g. social work, education, health, or business), one course is required.

(3 credits)

Code	Title	Credits
COUN 501	Coaching Principles and Practices	3

For students who hold a *master's degree in a social or behavioral science other than counseling* (e.g. social work, education, health, or business), two courses are required.

(6 credits)

Code	Title	Credits
COUN 501	Coaching Principles and Practices	3
or CURR 501	Coaching Principles and Practices	
Choose one of the following electives:		3
COUN 504	Vocational/Career Development in Educational Settings	
or CURR 504	Vocational/Career Development in Educational Settings	
COUN 505	Vocational/Career Development	
COUN 550	Counseling Techniques Laboratory	

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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 501 Coaching Principles and Practices 3 Credits

The course covers core coaching competencies, including coaching screening and orientation, fundamental skills, assessment, approaches for organizations, and coaching ethics. The course meets all 30-hour educational requirements for certification as a Board Certified Coach (BCC) through the Center for Credentialing and Education and is required course for the 60-hour BCC educational requirements.

COUN 504 Vocational/Career Development in Educational Settings 3 Credits

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

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.

CURR 501 Coaching Principles and Practices 3 Credits

This course is an introduction to the profession of coaching for educators. It is designed to fulfill the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education (CCE). The CCE competencies for certification provide the basis for course material.

CURR 504 Vocational/Career Development in Educational Settings 3 Credits

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design for educators who work in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

Organizational Leadership

Program Overview

The Master of Arts (M.A.) in Organizational Leadership program will enhance students' leadership, supervisory, and administrative skills. Students learn how to be more effective, strategic, and creative in complex organizational settings — and graduate with a vision of leadership, values to guide their decisions, and the knowledge to transform vision into a reality.

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, approaches to change management, ability to motivate and empower others, and aptitude to communicate effectively and persuasively. Through a concentration of courses, students will apply the concepts of leadership as they pertain to the advanced study of another academic discipline.

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

- develop a personal leadership philosophy and approach to ethical leadership practice;
- understand approaches to leadership practice;
- communicate, interact, and engage effectively with a diverse workforce;
- facilitate major leadership processes;
- lead organizations in a changing landscape; and
- be proficient in enhancing human and organizational performance.

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:

- Higher Education Leadership
- Developing People and Organizations
- Leadership in Counseling-Related Services
- Life and Career Coaching

Curriculum Overview

Students' broad understanding of leadership and organizations is accomplished through the study of the program's core courses.

Developing an effective leadership practice takes self-knowledge, knowledge of others, financial and strategic acumen, a grasp of contextual forces and organizational dynamics, and a rigorous approach to making decisions and solving problems creatively.

In addition to the study of organizations, students pursue deep study of focal areas. One area is higher education administration and the unique opportunities of academia, particularly from a student learning and development perspective. Students become more aware of the history and processes involved in executing higher education missions.

Another area is the field of organizational development, with an emphasis on enhancing organizations through knowledge of contemporary issues, the development of individuals and the cultivation of organizational change. Students become more adept at creating and delivering initiatives for improved effectiveness in teams and organizations.

A third curriculum area is the study of human services from the point of view of those in the helping professions. Acquiring knowledge of the foundations of counseling and mental health enables students to gain greater awareness of how human services organizations and agencies fulfill their promise to clients.

A fourth area is in the area of life and career coaching. Students gain understanding of organization members from the perspective of human growth and development and gain skills in forming coaching relationships for the purpose of aiding others in areas such as life transitions, career choices and work/life balance.

Forms of Study

Students take their core courses in an online or hybrid format. Depending on their chosen concentration, they will complete their 30 credit degree in one of two ways. They will complete their studies entirely online, or with a set of classroom, online or hybrid courses. The fully online MA in Organizational Leadership is composed of the 6 core courses (18 credits) and 4 courses in the Developing People and Organizations concentration (12 credits).

Degree Offered

- M.A. in Organizational Leadership

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Developing People and Organizations Certificate (p. 745)
- Higher Education Certificate (p. 773)

Program Requirements

(30 credits)

Group I - Core Courses (18 credits)

Group II - Concentration Courses (12 credits)

Organizational Leadership (M.A.)

- Comply with the general requirements concerning graduate study at the master's degree level.
- Enroll in graduate study at Rider for no fewer than two academic semesters or the equivalent thereof.
- Complete at least 30 credits of graduate study.
- Successfully pass a culminating experience and related written requirements.
- Maintain a GPA of "B" (3.0) or better for work submitted for the master's degree.
- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education, Leadership, and Counseling.

Group I - Core Courses - Required

Code	Title	Credits
LEAD 500	The Practice of Leadership	3
LEAD 510	Organizations: Design and Dynamics	3
LEAD 531	Developing The Human Side of Organizations	3
LEAD 540	Strategic and Financial Decision-Making in Organizations	3
LEAD 550	Organizational Research	3
LEAD 598	Project Seminar in Leadership	3
Total Credits		18

Group II - Concentration Courses

Students will be expected to meet the requirements for any one of the four concentrations outlined below.

Developing People and Organizations

Program Goal: Prepare graduates to be strategic professionals who work effectively through others, particularly in the area of organization and human development. This concentration helps students to understand broad organizational concepts that apply to private and non-profit sectors. Students build conceptual understanding and explore connections to applied settings.

Code	Title	Credits
Must take four courses:		12
Select at least two of the following:		
LEAD 511	Facilitating Culture and Process Change in Organizations	
LEAD 512	Forms of Diversity in Organizations	
LEAD 532	Program Design for Training and Development in Organizations	
LEAD 533	Conflict and Crisis Resolution in Organizations	
LEAD 534	Team Effectiveness and Creativity in Organizations	
May take up to two from the following:		
COUN 505	Vocational/Career Development	
COUN 520	Multicultural Counseling and Relationship Development	
COUN 535	Holistic Wellness Counseling	
Total Credits		12

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.

Code	Title	Credits
EDUC 525	The Higher Education Organization	3
EDUC 530	Student Affairs & Experiences in Higher Education	3
EDUC 535	Legal and Ethical Issues in Higher Education	3
EDUC 540	Leading Operations, Change and Assessment in Higher Education	3
Total Credits		12

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.

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
Select two of the following:		6
COUN 505	Vocational/Career Development	12
COUN 515	Substance Abuse Counseling	
COUN 520	Multicultural Counseling and Relationship Development	
COUN 508	Foundations of Clinical Mental Health Counseling	
COUN 535	Holistic Wellness Counseling	12
CNPY 514	Psychopathology	
CNPY 502	Theories of Counseling and Helping Professions	12
Total Credits		12

Life and Career Coaching

Program Goal: Prepare graduates to form mentoring and coaching relationships in order to aid others in achieving goals in areas such as life transitions, career choices and work/life balance.

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 505	Vocational/Career Development	3
In addition, take one from the following list:		3
LEAD 511	Facilitating Culture and Process Change in Organizations	12
LEAD 512	Forms of Diversity in Organizations	
LEAD 532	Program Design for Training and Development in Organizations	
LEAD 533	Conflict and Crisis Resolution in Organizations	
LEAD 534	Team Effectiveness and Creativity in Organizations	12
Total Credits		12

Courses and Descriptions

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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.

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

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

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 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 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 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.

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

LEAD 500 The Practice of Leadership 3 Credits

This course allows students to gain an understanding of the practice of leadership and how they can develop as leaders. Students will explore leadership models, creativity in organizations, and approaches to decision making as they begin to form their own leadership philosophy.

LEAD 510 Organizations: Design and Dynamics 3 Credits

This course will provide students with foundational knowledge in the area of organization studies. Students will gain insight into organizational structure and how it affects interdepartmental behaviors, communication and work flow. The course emphasizes how organizational environment and culture generate and reinforce the way organizational systems work and how leaders operate within these organizational contexts.

LEAD 511 Facilitating Culture and Process Change in Organizations 3 Credits

Organizational culture and existing processes can enable productive and effective environments, or they can be barriers to carrying out the central missions of corporations, not-for-profits, governmental or educational institutions. For organizations to thrive and survive in the future they must be able to change and develop rapidly. This course provides a working knowledge of the key theories and practices necessary to be an effective change agent. Students develop skills in diagnosis, design of interventions and strategies for communicating change.

Prerequisite(s): LEAD 510 or concurrent with LEAD 510.

LEAD 512 Forms of Diversity in Organizations 3 Credits

Increasingly, leaders and employees are part of a more diverse, multiethnic and globally influenced workforce. Students will become more conversant with forms of diversity, such as different cultural traditions, as well as differences in generational sensibilities, ableness, gender, and level of adult development. Students will learn about the different “worldviews” which organizational members bring into the organization, and how that affects their ability to work together. The course develops students’ knowledge of and skills in practicing: principles for optimizing human performance in organizations, cultural intelligence, human diversity, and leading multicultural organizations.

LEAD 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(s): LEAD 500 or concurrent with LEAD 500.

LEAD 531 Developing The Human Side of Organizations 3 Credits

This course examines Strategic Human Resources Management (SHRM) within today’s organizations, and is designed to provide students with a comprehensive understanding of SHRM practices from a systemic and strategic perspective. Students learn approaches leaders use to recruit, select, evaluate, and develop employees and strategies to create a positive work environment.

LEAD 532 Program Design for Training and Development in Organizations 3 Credits

This course provides a full circle approach to workforce training and development that is applicable to professionals in human resources, organizational development, or other leaders who see themselves as trainers, mentors and coaches. The course is designed for students to explore “real world” applications for programs, services and operations in a training environment, and covers key principles such as adult learning theory, facilitation skills, curriculum development, needs assessment, training methodology and techniques, resources and constraints, as well as learning how to evaluate and improve the efficacy of training programs.

LEAD 533 Conflict and Crisis Resolution in Organizations 3 Credits

Leaders face conflict and crisis in their organizations. Being effective in their resolution is an important leadership attribute. Skills that support positive and integrative outcomes include mediation, negotiation and crisis resolution skills. This course will use multiple case studies and role-playing assignments to engage students in understanding how individuals and teams handle mediation and negotiation scenarios. The course will also use multiple case studies to enhance students’ understanding of the components of effective and ineffective leadership for crisis.

LEAD 534 Facilitation and Team Leadership 3 Credits

This course examines the characteristics and behaviors of teams that produce good results and/or generate new ideas. The focus of the course is on how to lead high functioning teams and the development of facilitation capabilities, so that students can effectively lead teams and organizations.

LEAD 540 Strategic and Financial Decision-Making in Organizations 3 Credits

This course explores the importance of information and financial resources within the culture of organizations, and the necessary relationship that exists between the two. The course draws on current literature and student experience to explore resource management and focuses on the effective use of information resources within the boundaries defined by financial realities. The relationship between data analyses and effective decision-making will be explored.

Prerequisite(s): 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(s): LEAD 500 or concurrent with LEAD 500.

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. Reflecting upon their own leadership philosophy developed throughout the program, students will formulate, research, and write a leadership capstone paper. The project integrates the competencies and concepts from the core courses as students use research strategies to analyze an organizational problem. Class sessions will also be used for exercises and the practice of skills.

Prerequisite(s): Must be taken in last semester of study. Permission of Instructor required.

Principal Certificate

Program Overview

The Principal certificate in Educational Leadership is a sequence option designed for candidates who aspire to obtain school leadership positions as a director, assistant principal or principal.

Curriculum Overview

Candidates have completed a master’s degree and hold New Jersey certification as a supervisor. A second course in leadership (EDAD 592) 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, EDAD 592) concludes the program. Candidates will complete a year-long (300 hours) internship along with a “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.

Certificate Offered

- Principal Certificate

Contact

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Program Website: Principal Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/principal-certificate>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs>)

Related Programs

- M.A. in Education Leadership (p. 754)
- M.A. Teacher Leadership (p. 817)
- Supervisor of Instruction Certificate (p. 816)

Principal Certificate Requirements

(21 Credits)

Code	Title	Credits
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 591	Seminar/Practicum in Education Leadership	3
EDAD 592	Seminar/Practicum in Educational Leadership	3
Total Credits		21

Courses and Descriptions

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 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 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(s): EDAD 505.

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(s): EDAD 501.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDAD 591 Seminar/Practicum in Education 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(s): EDAD 591.

Reading Specialist Endorsement

Program Overview

The Reading Specialist endorsement is designed for educators who have an earned master's degree in education or a related field and are interested in becoming a reading or literacy specialist in a pre-K-12 school.

Curriculum Overview

In order for candidates to be eligible for the Reading Specialist endorsement they must complete four graduate level literacy courses at Rider University. These include:

LITR 501 Psychology and Pedagogy of Literacy Processes

LITR 502 Curriculum, Instruction and Supervision in Literacy

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum

One Graduate Level Literacy Elective

Candidates must also show evidence of at least 18 credits of graduate study across three areas selected from the list below. These areas of study will come from the state approved graduate courses offered in the College of Education and Human Services at Rider University or a candidate's master's degree program at other institutions. These include:

- Children's or Adolescent Literature
- Measurement
- Organization of Reading Programs
- Psychology
- Staff Supervision
- Linguistics
- Special Education
- Research
- Foundations of Education

Certificate Offered

- Reading Specialist

Contact

Heather Casey, Ph.D.

Program Coordinator
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Program Website: Graduate Level Literacy Concentration (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders/literacy-concentration>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Educational Leadership (p. 754)
- Teacher Leadership (p. 817)
- Supervisor of Instruction (p. 816)
- Special Education (p. 811)

Reading Specialist Endorsement Program Requirements

(12 credits)

Code	Title	
Required Courses		
LITR 501	Psychology and Pedagogy of Literacy Processes	3
LITR 502	Curriculum, Instruction and Supervision in Literacy	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum	3
Electives (select at least one course) ¹		3
LITR 500	Multimodal Teaching and Learning	
LITR 508	Literacy and the Bilingual/Bicultural Child	

LITR 510	Research and Survey of Texts for Children and Adolescents
LITR 560	Writing Project @ Rider
LITR 600	Independent Research and Study in Literacy Education

Total Credits 12

Note:

- Candidates must have completed at least two years of teaching by program completion.

¹ Additional graduate courses with a literacy focus may be counted towards the elective requirement for the endorsement with prior approval from the coordinator.

Courses and Descriptions

Note: Additional graduate courses with a literacy focus may be counted towards the elective requirement for the endorsement with prior approval from the coordinator.

LITR 500 Multimodal Teaching and Learning 3 Credits

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century and how it is influencing children's literacy development and the work of educators. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid/online course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for children's literacy development as well our own work as educators.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

Credits LITR 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.

LITR 510 Research and Survey of Texts for Children and Adolescents 3 Credits

This course surveys developmental trends in texts for children and adolescents. Students will become knowledgeable about the theoretical and practical aspects of the study of the texts (both digital and print) available for youth and adolescents. Candidates will explore their own assumptions about text and the relationship to literacy development. Course participants will explore strategies for integrating print and non-print texts into the school curricula in ways that support youth and adolescent literacy development.

LITR 560 Writing Project at Rider 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.

LITR 600 Independent Research and Study in Literacy Education 1-3 Credits

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

School Psychology, Educational Specialist

Program Overview

Rider University offers one of the region's finest school psychology programs. It is one of only seven specialist-level programs in New Jersey to hold full accreditation from the National Association of School Psychologists (NASP) (<http://www.nasponline.org>). This program is designed for students seeking national certification as a school psychologist.

Making a Difference in the Lives of Children

Across the country, there is a growing need for specially trained school psychologists who can work with students, teachers, families and other professionals to promote safe and supportive learning environments. They play an increasingly important role in helping children succeed — and thrive — academically, socially and behaviorally.

Highlights

- Rider's 64-credit Educational Specialist degree is a graduate-level program that typically takes three years of full-time study to complete.
- This program follows a cohort model in which students take classes together in a group, or team. Each cohort begins in the fall.
- Students develop and apply skills through fieldwork that complements coursework, starting with their first semester. Each student is expected to complete a 100-hour practicum each semester during the first two years.
- During the third year, students complete a one-year professional internship (1,200 hours) in a school setting where they perform the role and function of a professional school psychologist. Students

have the option of completing this internship at an approved site setting anywhere in the country.

- In addition to New Jersey, the program meets requirements for certification in other states, including Pennsylvania and New York.
- Graduates of the program are eligible for national certification as a school psychologist after earning a passing score on the School Psychology Praxis.

Curriculum Overview

Rider University's School Psychology program will prepare students to become a productive and vital member of the school team through a highly-structured, developmental curriculum that builds on coursework and hands-on experience.

Students will learn to:

- effectively assess children's skills and abilities, including diverse learning needs;
- assess emotional and behavioral needs;
- apply effective social-emotional and academic interventions;
- plan appropriate Individualized Education Programs for students with disabilities;
- evaluate the effectiveness of prevention and intervention programs;
- consult with parents, administrators and teachers.

The program emphasizes problem solving and data-based decision making aimed at improving the educational and mental health of children and adolescents. Rider's innovative program provides a blend of traditional and contemporary school psychology training, including psychological assessment, response to intervention, consultation, positive behavior support, counseling and curriculum-based measurement. And, students learn to work sensitively with people from diverse cultural and individual backgrounds.

Degree Offered

- Ed.S. in School Psychology

Contact

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Program Website: S (<http://www.rider.edu/schoolpsych>)chool Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/school-psychology-program>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Related Programs

- Counseling Services (M.A.) (School Counseling Concentration) (p. 736)
- Clinical Mental Health Counseling (p. 729)
- Director of School Counseling Services Certificate (p. 746)
- Life and Career Coaching Certificate (p. 780)

School Psychology Educational Specialist Program Requirements

- 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 August 31st of each year.
- 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.
- Completion of 64 graduate credits with a minimum GPA of 3.3.
- Take the Praxis Subject Assessments (formerly the Praxis II tests) test in school psychology during the first semester of internship, EDPS 590 Internship in School Psychology I and furnish a copy of the score to the school psychology program director.

Course Requirements for an Ed.S. in School Psychology

(64 total credits)

Foundations of Education and Human Behavior

(21 credits)

Code	Title	
Educational Foundations		
EDSO 510	Sociological and Cultural Foundations of Education	3
EDAD 501	Educational Leadership and Organizational Theory	3
EDPS 508	Cognitive Processes and Learning	3
Human Behavior and Development		
EDPS 502	Psychological Development of the Child and Adolescent	3
or EDPS 503	Human Growth and Development	
EDPS 535	Biological Basis of Behavior	3
EDPS 538	Developmental Child Psychopathology	3
SPED 514	Positive Behavior Support	3
Total Credits		21

Professional Core: School Psychology Practice

(37 credits)

Code	Title	
Assessment and Intervention		
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: Psychoeducational Assessment and Report Writing	3
EDPS 510	Assesment & Intervention IV: Behavioral and Social-Emotional Needs	3

EDPS 570	Advanced Interventions for Children, Adolescents and Families	3
EDPS 581	Practicum in Psychoeducational Assessment and Report Writing	1
EDPS 582	Practicum in the Assessment of Behaviorial and Social-Emotional Needs	1
EDPS 584	Practicum in Curriculum-Based Measures	1
Consultation		
CNPY 515	Consultation in School and Agency Settngs	3
EDPS 583	Practicum in Consultation in School and Agency Settings	1

Research		
EDUC 500	Introduction To Research	3
EDPS 521	Statistics and Quantitative Analysis	3
Professional Practice		
EDPS 513	Professional Practice of School Psychology: Issues and Historical, Ethical, and Legal Considerations	3
EDPS 590	Internship in School Psychology I	3
EDPS 591	Internship in School Psych II	3
Total Credits		37

Code	Title	Credits
Counseling Psychology		
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.		
Total Credits		6

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.

Courses and Descriptions

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 518 Counseling Children, Adolescents and Families 3 Credits
 This course will emphasize counselor and consultant behaviors that facilitate the helping process with children, adolescents, and their families. Information and activities will be provided that address age, ethnic, and developmental considerations in counseling children and adolescents. Issues and practices related to crisis intervention will be explored.

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.

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.

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/Literacy Education 3 Credits

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

EDPS 507 Advanced Educational Psychology 3 Credits

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

EDPS 508 Cognitive Processes and Learning 3 Credits

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

EDPS 509 Assessment and Intervention III: Psychoeducational Assessment and Report Writing 3 Credits

Building upon EDPS 514 and EDPS 515, this course furnishes students with the clinical, practical, and theoretical sophistication to understand the assessment process for learning, cognitive, and academic concerns. Students are expected to master a wide range of concepts and skills to successfully complete this course, including administering, scoring, and interpreting tests of cognitive abilities, academic achievement, emotional-behavioral status, and adaptive behavior. Students also are required to synthesize data from multiple methods of assessment and sources to produce written psychological reports that inform intervention practice. **Prerequisite(s):** EDPS 513.

EDPS 510 Assessment & Intervention IV: 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(s): 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 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDPS 535 Biological Basis of Behavior 3 Credits

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

EDPS 538 Developmental Child Psychopathology 3 Credits

The course will furnish students with a comprehensive account of the characteristics, correlates, causes, contexts, and outcomes of psychopathology in children. It serves to augment students' understanding of specific conditions in childhood and adolescence including autism spectrum disorders, attention-deficit/hyperactivity disorder, mental retardation, childhood anxiety/depression, enuresis/encopresis, learning disabilities, communication disorders including selective mutism, and emotional/behavioral disorders. The diagnostic nosologies of the DSM and IDEA will be referenced and thoroughly discussed. A special emphasis upon a developmental-systems framework for understanding child psychopathology will be presented wherein the importance of context and the influence of multiple, interacting events and processes in shaping adaptive and maladaptive development will be investigated.

EDPS 570 Advanced Interventions for Children, Adolescents and Families 3 Credits

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

Prerequisite(s): EDPS 513.

EDPS 581 Practicum in Psychoeducational Assessment and Report Writing 1 Credits

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(s): EDPS 513.

EDPS 582 Practicum in the Assessment of Behavioral and Social-Emotional Needs 1 Credits

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(s): EDPS 513.

EDPS 583 Practicum in Consultation in School and Agency Settings 1 Credits

This practicum experience provides supervised practice in the study, implementation, and evaluation of a problem-solving model to provide consultation across school and agency settings. Students will be expected to successfully initiate and lead the 4-step consultation process resulting in a databased intervention. The consultation will be documented in a formal report.

Prerequisite(s): EDPS 513.

EDPS 584 Practicum in Curriculum-Based Measures 1 Credits

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.

Prerequisite(s): 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.

Prerequisite(s): EDPS 581, EDPS 582, and EDPS 583.

EDPS 591 Internship in School Psych 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(s): EDPS 590.

EDPS 600 Independent Research and Study in School Psychology 1-3 Credits

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

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits

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

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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.

Special Education

Program Overview

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.

The 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 the best practices and materials for teaching students with disabilities. This knowledge base, combined with a variety of shared and individual field-based 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.

Curriculum Overview

The M.A. in Special Education program comprises a sequence of coursework that includes courses required for a New Jersey Teacher of Students with Disabilities Endorsement.

For individuals who are currently prepared to teach in general education settings, a 30-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 the New Jersey Teacher of Students with Disabilities Endorsement.

Those who already hold New Jersey Teacher of the Handicapped or Teacher of Students with Disabilities (TOSD) certification, may be eligible for up to nine credits waived depending on prior course work and transcript review. A total of 30 credits in graduate work is still required to receive the M.A. degree.

Degree Offered

M.A. in Special Education

Contact

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Program Website: Special Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher of Students with Disabilities Certification (p. 829)

Teacher of Students with Disabilities Coursework

(21 credits)

Candidates entering with an undergraduate degree in education and teacher certification will be required to take the following courses. SPED 512 is the prerequisite for all other courses.

Code	Title	Credits
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 524	Collaboration and Inclusive Practice for students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 539	Instructional Practices for Students with Disabilities	3
Total Credits		21

Additional Courses for Special Education (M.A.)

(30 total credits)

Code	Title	Credits
EDUC 500	Introduction To Research	3
SPED 542	Literacy and Students With Special Needs	3
SPED 590	Professional Seminar in Special Education	3
Total Credits		9

Additional Courses for Special Education M.A. with Reading Specialist Certification

(39 total credits)

All additional courses for this certification can be completed online.

Code	Title	Credits
LITR 501	Psychology and Pedagogy of Literacy Processes	3
LITR 502	Curriculum, Instruction and Supervision in Literacy	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum	3
Total Credits		9

Graduation Requirements

- Meet general master's degree requirements.
- Successful completion of all academic and field requirements.
- Completion of 30 graduate credits with a minimum GPA of 3.00 on a 4.00 scale.
- Successful completion of a required sequence of field experiences.
- Candidates must successfully pass a comprehensive examination covering knowledge and skills related to the field of special education.
- Successful demonstration of professional dispositions and behavior.

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. A 10-hour field experience and research component will be required.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

Prerequisite(s): SPED 512.

SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits

The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

SPED 542 Literacy and Students With Special Needs 3 Credits

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development 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. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 590 Professional Seminar in Special Education 3 Credits

This course addresses the current issues in the field of special education. Students will synthesize research and literature from the field of special education to address current issues and practice. Collaboratively, students will examine one area of special education through research and presentation. A reflective comprehensive view of special education including assessment, instruction, inclusive practice, assistive technology, Autism Spectrum Disorder, behavior, literacy etc. will be shared. Students are expected to complete a comprehensive exam in these related special education topics and submit 100 hours of supervised field hours. This course should be taken in the final semester of the MA program as it is the culminating reflective course of study.

Prerequisite(s): Permission of instructor.

Student Assistance Coordinator Certificate

Program Overview

This Rider Student Assistance Coordinator (SAC) Certificate qualifies students to apply for the Student Assistance Coordinator Certificate of Eligibility with Advanced Standing (SAC CEAS (<http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf>)) in New Jersey, which is supplied by the NJ Department of Education. For students interested in the school counseling profession, the SAC plays a specialized counseling role in the schools. SACs help students who are coping with social, emotional, and behavioral issues related to substance abuse and typically provide drug and alcohol prevention and intervention counseling services.

Students should consult the NJ Department of Education for the most updated and detailed explanations of the requirements to ultimately qualify for a standard New Jersey SAC certificate.

Curriculum Overview

This certificate is comprised of 21 credits, or seven courses.

Current M.A. students seeking either the Master of Arts in Counseling Services, School Counseling Concentration or the Master of Arts in Clinical Mental Health Counseling, may fulfill requirements for the SAC certificate as they complete their M.A. degree. Extra courses will be required beyond their M.A. degree requirements. For those who are pursuing a master's in school counseling at Rider, completion of only two extra courses in substance abuse is required. For those who are pursuing a Master of Arts in Clinical Mental Health Counseling, three extra courses are required.

For practicing counselors interested in acquiring the SAC CEAS, the 21 credits are standard; however, Rider faculty recommend that interested students submit their transcripts to the NJ Department of Education for review and final determination of a required plan of study.

Certificate Offered

- Student Assistance Coordinator (SAC) Certificate of Eligibility with Advanced Standing

Contact

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Program Website: Student Assistance Coordinator (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/counseling-services/certificate-programs>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Accreditation Information: The Rider Student Assistance Coordinator (SAC) Certificate program has been approved by the New Jersey Department of Education and meets the educational requirements for the NJ SAC CEAS.

Related Programs

- Counseling Services (School Counseling Concentration) (M.A.) (p. 736)
- Counseling Services (Ed.S.) (p. 740)
- Clinical Mental Health Counseling (p. 729)
- Director of School Counseling Services Certificate (p. 746)
- School Psychology (Ed.S.) (p. 807)

Student Assistance Coordinator Certificate Requirements

For Current Master of Arts in Counseling Services (School Counseling Concentration) Students

(9 credits)

Current Master of Arts in Counseling Services students with a School Counseling Concentration, may fulfill requirements for the SAC as they complete their M.A. degree. One course CNSC 580/CNSC 581 may be taken as part of the M.A. degree requirements and two extra courses will be required beyond the M.A. degree requirements. At least one of the extra courses must be taken before CNSC 580/CNSC 581 Practicum. Currently enrolled students are encouraged to consult with their program advisors for more information on this certificate option.

Code	Title	Credits
COUN 515	Substance Abuse Counseling	3
COUN 516	Strategies in Addiction Counseling	3
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
or CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	

For Current Master of Arts in Clinical Mental Health Counseling Students

(9 credits)

Current Master of Arts in Clinical Mental Health Counseling students, may fulfill requirements for the SAC as they complete their M.A. degree. Three extra courses will be required beyond their M.A. degree requirements. Currently enrolled students are encouraged to consult with their program advisors for more information on this certificate option.

Code	Title	Credits
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3
CNPY 518	Counseling Children, Adolescents and Families	3
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
or CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	

All Other Students

(21 credits)

The Rider University Student Assistance Coordinator (SAC) Certificate is an approved program by the New Jersey Department of Education. This certificate is comprised of 21 credits, meets 9 content area requirements and is covered in 7 courses:

Code	Title	Credits
COUN 515	Substance Abuse Counseling	3
COUN 516	Strategies in Addiction Counseling	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
CNPY 518	Counseling Children, Adolescents and Families	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3
EDPS 503	Human Growth and Development	3
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	3
or CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	

Courses and Descriptions

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

CNSC 580 Elementary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

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

Prerequisite(s): COUN 515 or COUN 516.

CNSC 581 Secondary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits

A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor in training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students. Students must be supervised by a Substance Awareness Coordinator (SAC).

Prerequisite(s): COUN 515 or COUN 516.

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(s): COUN 515 or permission of instructor.

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.

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.

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

Supervisor of Instruction Certificate

Program Overview

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.

Certificate Offered

- Supervisor of Instruction Certificate

Contact

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Program Director

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Program Website: Supervisor of Instruction Certificate (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/supervisor-instruction>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Supervisor of Instruction Certificate Requirements

(9 credits)

Code	Title	Credits
Curriculum Development Requirements (6 Credits)		6
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	
or CURR 548Curriculum and Instruction for Diverse Learners		
Staff Supervision Course Requirement (3 Semester Hours)		
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3
Supervision Practicum Requirement		3
EDAD 591	Seminar/Practicum in Education Leadership	

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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 591 Seminar/Practicum in Education 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.

Teacher Leadership

Program Overview

The Master of Arts in Teacher Leadership program seeks students who wish to enhance their knowledge and ability to deliver content instruction and further develop their leadership skills in educational settings. This program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. The program is based upon leadership standards established by the Educational Leadership Constituent Council (ELCC) and the Teacher Leader Model Standards (TLMS). These standards emphasize performance-based learning opportunities in the areas of articulating and implementing a vision for learning, promoting effective instruction,

effectively utilizing and managing resources in the learning environment, collaborating with families and community members, promoting the success of all students in an ethical manner, and recognizing the influence of the larger political, social, economic, legal, and cultural context.

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

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

Curriculum Overview

Developed by Rider University's respected and NCATE/CAEP-accredited College of Education and Human Services, the Master of Arts is designed to prepare experienced teachers to assume a greater leadership role in their schools, and share their skills and knowledge while remaining active in the classroom.

Teachers who complete the full master's degree will acquire both content knowledge and the skills needed to be effective teacher leaders in their schools and school districts. The full master's degree program includes both the 21-credit teacher leadership core and the 15-credit core content disciplines. Students who complete the master's degree track are eligible to apply for New Jersey Supervisor Certification.

The teacher leadership core is designed to prepare experienced teachers to assume a greater leadership role in their schools and share their skills and knowledge while remaining active in the classroom. This is a low-residency program that combines the best of face-to-face learning with the convenience of online learning. Its innovative design gives participants the flexibility they need to balance work and family demands while advancing their skill as teacher leaders. In the core content disciplines, teachers select content courses designed to build content knowledge and pedagogy in specialized fields. Teachers may select courses in only one concentration or a combination of courses in more than one concentration.

Teacher Leadership Concentration Options

The concentrations provide teachers with face-to-face and/or online courses that require the application of what is being learned in class

to how content is being taught in their classrooms. The primary goal is to enhance content knowledge and ability to deliver instruction in a common core curriculum area of specialization. The completion of five courses in the concentrations will result in a Rider University Professional Development Certificate in that specific concentration and in some instances a New Jersey Department of Education endorsement/certification.

Degree Offered

- M.A. Teacher Leadership

Contact

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher Leadership Certificate
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)

Teacher Leadership (M.A.) Program Requirements

(36 credits)

Code	Title	Credits
Teacher Leadership Core Courses (21 Credits)		
CURR 552	Creative, Ethical Teacher Leadership	3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
EDAD 510	Seminar/Practicum in Teacher Leadership and Supervision	3
Teacher Leadership Concentration Options (15 Credits)		15
English as a Second Language/Bilingual Concentration		
Inclusive Practices in Education Concentration		
Math Concentration		
Principal Concentration		

Science Concentration	
Literacy Concentration	
Gifted Education and Creativity Concentration	
Endeavor STEM Concentration	
Total Credits	36

Teacher Leadership Concentration Options Requirements

- English as a Second Language/Bilingual Concentration (p. 818)
- Inclusive Practices in Education Concentration (p. 818)
- Math Concentration (p. 818)
- Principal Concentration (p. 818)
- Science Concentration (p. 819)
- Literacy Concentration (p. 819)
- Gifted Education and Creativity Concentration (p. 819)
- Endeavor STEM Concentration (p. 819)

English as a Second Language/Bilingual Concentration

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		15

Inclusive Practices in Education Concentration

Code	Title	Credits
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 539	Instructional Practices for Students with Disabilities	3
Total Credits		15

Math Concentration

Code	Title	Credits
CURR 517	Teaching and Learning Number and Operations	3
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	3
CURR 519	Teaching and Learning Algebraic Reasoning	3
CURR 520	Teaching and Learning Geometric Understanding	3
CURR 522	Teaching and Learning Measurement and Data	3
Total Credits		15

Principal Concentration

Code	Title	Credits
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 591	Seminar/Practicum in Education Leadership	3

EDAD 592	Seminar/Practicum in Educational Leadership	3
Total Credits		15

Science Concentration

Code	Title	Credits
CURR 640	Teaching and Learning Physical Science	3
CURR 641	Teaching and Learning Life Science	3
CURR 642	Teaching and Learning Earth and Space Science	3
CURR 643	Teaching and Learning Engineering and Design	3
CURR 644	Teaching and Learning Chemical Science	3
Total Credits		15

Literacy Concentration

Choose five classes from the following:

Code	Title	Credits
LITR 501	Psychology and Pedagogy of Literacy Processes *	3
LITR 502	Curriculum, Instruction and Supervision in Literacy *	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum *	3
LITR 500	Multimodal Teaching and Learning	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
LITR 510	Research and Survey of Texts for Children and Adolescents	3
LITR 560	Writing Project at Rider	3
LITR 600	Independent Research and Study in Literacy Education	1-3
SPED 542	Literacy and Students With Special Needs	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
Total Credits		15

* Leads to Reading Specialist Certification

Gifted Education and Creativity Concentration

Code	Title	Credits
CURR 650	Understanding Gifted Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 654	Innovative Instructional Strategies for Gifted Education	3
CURR 656	Creative, Interdisciplinary Thinking	3
Choose one additional course from other concentrations		3
Total Credits		15

Endeavor STEM Concentration

Code	Title	Credits
Required Courses:		3
CURR 660	Methods of STEM Education (Grades PK-5) or CURR 661 Methods of STEM Education (Grades 6 - 12)	9-12
Select two to four of the following courses:		
CURR 662	Eyes on Earth: Teaching Earth Science from Space (PK-8)	9-12
CURR 663	Lessons from the Ocean: Science on the Water Planet (Grades 2-12)	
CURR 664	The Arts in STEM: Advancing Meaningful Integration (K-12)	

CURR 665	Climate Change with NSF SPRINTT
CURR 666	Exploring Mars: A New Twist on Science (or Math)
CURR 667	Physical Science in Motion: Classroom Applications
CURR 668	Coding, Robotics, and 1:1 Devices
CURR 669	Culturally Relevant Pedagogy in the STEM Classroom
CURR 670	Life and Marine Science: Tracking Live Marine Animals
CURR 671	Life in Space: NASA ISS and Astrobiology
CURR 672	Math Connections to STEM Education
CURR 673	NASA Astronomy and Space Science
CURR 674	NASA Physics for Real Beginners: Earth, Moon, and Space
CURR 675	Reading and Writing in the Science Classroom
CURR 676	The E in STEM: Meaningful Content for Engineering
CURR 677	WDLC - Weather Data Learning Center
CURR 678	Action Research in the STEM Classroom
CURR 679	Practicum in STEM Leadership
CURR 680	STEM Leadership Seminar
Select up to two of the following courses:	
	0-6
CURR 517	Teaching and Learning Number and Operations
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning
CURR 519	Teaching and Learning Algebraic Reasoning
CURR 520	Teaching and Learning Geometric Understanding
CURR 522	Teaching and Learning Measurement and Data
CURR 640	Teaching and Learning Physical Science
CURR 641	Teaching and Learning Life Science
CURR 642	Teaching and Learning Earth and Space Science
CURR 643	Teaching and Learning Engineering and Design
CURR 644	Teaching and Learning Chemical Science

Courses and Descriptions

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

CURR 552 Creative, Ethical Teacher Leadership 3 Credits

In order to be effective, teacher leaders require in-depth understanding of the complex, threat-filled, 21st-century globalized environment that provides the context for their work. They must understand the problems, opportunities, and pressures generated by the current socioeconomic, political, and cultural system of the United States, which is characterized by dogmatism-saturated disputes over the purposes of education and the allocation of resources. In addition, they must appreciate the ways in which the larger forces of globalization influence these national trends and issues. Finally, they must understand the ways in which the principles of wise, ethical, intelligent, and creative leadership can help them and their colleagues in their efforts to maintain and strengthen student learning in these daunting conditions.

CURR 640 Teaching and Learning Physical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be placed on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 650 Understanding Gifted Learners 3 Credits

The course explores the ways in which the gifted and talented can differ from more typical learners in terms of their cognition, social-emotional dimensions, behavior, and long-term development. It focuses on theories of intelligence, differing conceptions of giftedness and talent development, and learning processes. Some specific topics include underachievement, perfectionism, dual exceptionalism, gender issues, and underserved populations. The course also addresses the ways in which gifted education can evolve to fit the demands and opportunities embedded in complex, 21st-century socioeconomic, cultural, and technological contexts.

CURR 652 Differentiating Instruction for the Gifted and Talented 3 Credits

This course provides the rationale and practical strategies for effective instructional differentiation for the gifted and talented within and beyond the regular classroom. Participants will learn how to differentiate within subject areas by adjusting content, process, product, and learning environment to meet the needs of learners. They also will explore the nature and nuances of differentiation by ability, readiness, and interest, as well as the implications of instructional differentiation for formative and summative assessment. Throughout the course they will design and share examples of differentiation including tiered assignments, complex instruction, independent studies, graphic organizers, and learning contracts.

CURR 654 Innovative Instructional Strategies for Gifted Education 3 Credits

This hands-on, experiential course immerses participants in simulations and analyses of new and revised student-centered teaching models and strategies that are conducive to creative and critical thinking, advanced content mastery, and the invigoration of students' interests. Participants analyze the potential of each model/strategy while considering the ways in which it can apply to content learning in various subject areas/domains. The course also engages participants in studying the fundamental principles of program design in gifted education so they can make the best possible use of the instructional models and strategies.

CURR 656 Creative, Interdisciplinary Thinking 3 Credits

This course facilitates creative thinking through the exploration of important insights from a wide variety of disciplines in the social sciences, humanities, natural sciences, and education. The process of creative association enables participants to combine diverse, remotely associated constructs to create new products and processes. Applications of interdisciplinary thinking to curriculum and instruction are explored. These applications include novel methods for curriculum integration, discovery and development of children's interests, and instructional modifications for the gifted and talented. Exploration of concepts and processes in multiple academic domains and professional fields also provide appreciation for the domain-specific natures of giftedness and creativity.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

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 510 Seminar/Practicum in Teacher Leadership and Supervision 3 Credits

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

Prerequisite(s): 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(s): EDAD 505.

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(s): EDAD 501.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

EDAD 591 Seminar/Practicum in Education 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(s): EDAD 591.

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

LITR 500 Multimodal Teaching and Learning 3 Credits

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century and how it is influencing children's literacy development and the work of educators. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid/online course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for children's literacy development as well our own work as educators.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

LITR 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.

LITR 510 Research and Survey of Texts for Children and Adolescents 3 Credits

This course surveys developmental trends in texts for children and adolescents. Students will become knowledgeable about the theoretical and practical aspects of the study of the texts (both digital and print) available for youth and adolescents. Candidates will explore their own assumptions about text and the relationship to literacy development. Course participants will explore strategies for integrating print and non-print texts into the school curricula in ways that support youth and adolescent literacy development.

LITR 560 Writing Project at Rider 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.

LITR 600 Independent Research and Study in Literacy Education 1-3 Credits

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

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.

SPED 500 The Inclusive Classroom: Effective Practices for General Education Teachers 3 Credits

This course is designed to introduce general education teachers to special education and the inclusive classroom. Students will explore current research, issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

SPED 542 Literacy and Students With Special Needs 3 Credits

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development 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. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

Teacher Leadership Professional Development Certificate

Program Overview

This 36-credit teacher leadership certificate provides mediated field placements, mentored internships, face-to-face and online courses and experiences, and on-the-job training that build necessary skills in teacher leadership. Those teachers who complete the teacher leadership core, which consists of seven core courses, will receive the Rider University Professional Development Certificate in Teacher Leadership.

Certificate Offered

- Teacher Leadership Professional Development Certificate

Contact

Judith Stegmaier-Nappi, Ed.D

Program Director

Memorial Room 218C

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Program Website: Teacher Leader (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs>)

Related Programs

- Teacher Leadership (<http://catalog.rider.edu/nextcatalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/teacher-leadership-ma>)
- Master of Arts in Teaching (p. 830)
- Educational Leadership (p. 754)
- Organizational Leadership (p. 800)

Teacher Leadership Professional Development Certificate Requirements

(36 credits)

Code	Title	Credits
Teacher Leadership Core Courses		
CURR 552	Creative, Ethical Teacher Leadership	3
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	3

CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	3
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	3
EDAD 510	Seminar/Practicum in Teacher Leadership and Supervision	3

Concentration Options

Select five courses from any of the Concentration Options listed :	15
English as a Second Language Education	
Inclusive Practices in Education	
Mathematics Education	
Principal	
Science Education	
Literacy	
Gifted Education and Creativity	
Total Credits	36

Courses and Descriptions

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.

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.

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 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(s): CURR 531.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

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(s): EDAD 505.

EDAD 510 Seminar/Practicum in Teacher Leadership and Supervision 3 Credits

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

Prerequisite(s): CURR 531, CURR 532 or CURR 538, and EDAD 505.

Teacher of Students with Disabilities Certificate

Program Overview

The graduate education certification program for teacher of students with disabilities includes the 21 credits required by the State of New Jersey for endorsement as a Teacher of Students with Disabilities. This certification program is for candidates that possess a current New Jersey instructional elementary, secondary, or P-3 certification. Courses must be completed in order based on prerequisites. Completion of a sequence of field-based experiences is required.

Curriculum Overview

Courses include psychology of exceptionality, positive behavior support, inclusive educational practices, transition to adult life, assessment, and instructional practices for children with disabilities.

The M.A. in Special Education program comprises a sequence of coursework that includes courses required for a New Jersey Teacher of Students with Disabilities Endorsement. Candidates who are successful

in the Teacher of Students with Disabilities Certification Program may apply their credits toward the M.A. in Special Education.

Endorsement/Certification Offered

- Teacher of Students with Disabilities Certification

Contact

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Professor

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Program Website: S (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs/teacher-students-disabilities-certification>)tudents with Disabilities Certification (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/special-education-programs/teacher-students-disabilities-certification>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders/teacher-leaders>)

Related Programs:

The courses in this program are also part of the Master of Arts in Special Education.

Special Education (M.A.) (p. 811)

Teacher of Students with Disabilities Certificate Requirements

The graduate education certification program for teacher of students with disabilities will require a minimum of 21 credits required by the State of New Jersey for endorsement as a teacher of students with disabilities. Candidates must possess an existing instructional certificate or certificate of eligibility in elementary education, secondary education, or P-3 education. Completion of a sequence of field-based activities is required.

Code	Title	Credits
Required Courses		
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 524	Collaboration and Inclusive Practice for students with Mild and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 539	Instructional Practices for Students with Disabilities	3
Total Credits		21

Courses and Descriptions

SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. A 10-hour field experience and research component will be required.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

Prerequisite(s): SPED 512.

SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits

The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

Teaching (M.A.T.)

Program Overview

The Master of Arts in Teaching (MAT) is a 30 credit degree that incorporates work completed during the initial teacher preparation phases of a candidates' development while adding broad professional knowledge about innovative curriculum design, inclusive practices, and data-based decision making in teaching and learning. The program is open to candidates from the Post-Baccalaureate Teacher Certification Program as well as graduates from Rider's Teacher Education Program.

In addition to earning the MAT degree, candidates may apply coursework and credits to other Master's programs, endorsements, and/or professional development certificates offered in the Department of Graduate Education, Leadership, and Counseling.

Students can take much of the initial coursework for the MAT degree by completing one of the following initial teacher certification programs:

- Business Education/Marketing Education Comprehensive (K-12) (p. 728)

- Dance Education (K-12) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/dance_educ)
- Early Childhood Teacher (P-3) (p. 752)
- Elementary Education (K-6) (p. 758)
- English as a Second Language (p. 767)
- English Language Arts Education (K-12) (p. 770)
- Mathematics Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification>)
- Music Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate>)
- Science Education (K-12) (Biological Sciences, Chemistry, Earth Sciences (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate>), Physics (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate>))
- Social Studies (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate>)
- Theater Education (K-12) (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/theater_educ)
- World Languages (K-12) (French or Spanish) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate>)

Degree Offered

- MAT (Master of Arts in Teaching)

Contact

Kathleen M. Pierce, Ph.D.

Professor and Director of Post-Baccalaureate Teacher Certificate and Master of Arts (MAT) Programs

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Associated Department: Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/graduate-programs-school-leaders>)

Teaching (M.A.T.) Program Requirements

Complete one of the following teacher certification sequences and then complete the additional required courses:

- Bilingual Education (p. 722)
- Business Education/Marketing Education Comprehensive (K-12) (p. 728)
- Dance Education (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/dance_educ)
- Early Childhood Teacher (Preschool - Grade 3) (p. 752)
- Elementary Education (K-6) (p. 758)

- English as a Second Language (p. 767)
- English Language Arts Education (K-12) (p. 770)
- Mathematics Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/mathematics-certification>)
- Music Education (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/music-education-certificate>)
- Science Education (K-12) (Biological Sciences, Chemistry, Physics, Earth Sciences) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/science-certificate>)
- Social Studies (K-12) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/social-studies-certificate>)
- Theater Education (http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/theater_educ)
- World Languages (K-12) (French, German, Spanish) (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling/programs-certificates/world-languages-certificate>)

Code	Title	Credits
Additional Required Courses		
CURR 531	Strategies for Curriculum Development, Design, Innovation and Change	3
SPED 500	The Inclusive Classroom: Effective Practices for General Education Teachers	3
or CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	
or CURR 548	Curriculum and Instruction for Diverse Learners	
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	3
Total Credits		9

- Meet general master's degree requirements;
- Successful completion of all academic requirements;
- Completion of 30 graduate credits with a minimum GPA of 3.00; and,
- Successful demonstration of professional dispositions and behavior.

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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

Courses and Descriptions

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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

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.

Prerequisite(s): EDAD 501 and EDAD 514.

SPED 500 The Inclusive Classroom: Effective Practices for General Education Teachers 3 Credits

This course is designed to introduce general education teachers to special education and the inclusive classroom. Students will explore current research, issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed.

Match Your Area of Interest to a Graduate Education Program

If you are interested in	See program in
• Counseling	Educational Specialist in Counseling (p. 740)
• Clinical Mental Health Counseling	Counseling Services (p. 736)
• Counseling	
• Director of Counseling Services	
• Licensed Professional Counselor	
• Life and Career Coaching Certificate	
• School Counseling (Elementary/Secondary)	
• Student Assistance Coordinator	
• School Psychologist	Educational Specialist in School Psychology (p. 807)

• Curriculum Specialist	Teacher Leadership (p. 817)
• Data Coach	
• Literacy Coach	
• Reading Specialist Endorsement	
• Reading Teacher	
• Supervisor of Instruction (K - 12 including business education and subject specialties)	
• Teacher Mentor	
• Teacher Development and Professional Advancement	
• Assistant Principal	Educational Leadership (p. 754)
• Athletic Director	
• Principal	
• School Administrator	
• Supervisor of Instruction	
• Special Education Teacher of Students with Disabilities	Special Education (p. 811)
• Business Education/Marketing	Master of Arts in Teaching (Initial Teacher Certification) (p. 830)
• Dance Education	
• Early Childhood Education (P - 3)	
• Elementary Education (K - 6)	
• English as a Second Language (ESL)	
• English Language Arts Education (K-12)	
• Mathematics Education	
• Music Education	
• Science Education	
• Social Studies Education	
• Theater Education	
• World Language Education	
• Teacher-Coordinator of Cooperative Vocational-Technical Education	Teacher-Coordinator of Cooperative Vocational-Technical Education (p. 733)
• Developing People and Organizations	Organizational Leadership (p. 800)
• Leadership in Higher Education	
• Leadership in Counseling-Related Services	
• Life and Career Coaching	
• Advanced Leadership in Educational Organizations	Doctor of Educational Leadership (p. 747)

College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences (<http://www.rider.edu/claes>) (CLAS) offers advanced degrees designed to build professional success in a variety of organizational settings. With programs in Applied

Psychology, Business Communication and Homeland Security, graduate programs in CLAS focus on refining essential skill sets for data analysis and its critical application, for career advancement and personal growth. A Master's degree from Rider will connect cutting edge curricula with real-world learning opportunities resulting in a unique and enriching educational experience.

Masters in Applied Psychology (p. 716)

The M.A. in Applied Psychology: Applied Behavior Analysis (ABA) prepares students to excel in professional careers as scientist-practitioners. By challenging students to use a scientific lens when creating and evaluating clinical interventions, and to use an applied lens when designing research, this program will ensure that students are prepared to achieve success in behavior analytic employment, or to pursue further education upon completion of the program.

Masters in Business Communication (p. 725)

The M.A. in Business Communication focuses on the application of communication skills within a business context. Students learn to better understand and leverage communication strategies to achieve organizational goals. The program introduces students to best practices in business communication, and engages them in real life current issues and scenarios faced by professionals on the job.

Masters in Business Communication with a concentration in Health Communication (p. 774)

The M.A. in Business Communication with a concentration in Health Communication prepares graduates to advance public health policy, influence the health and lifestyle behaviors of individuals and underserved population groups, and improve overall health outcomes.

The Health Communication program offers students a rich and engaging learning experience. Designed for working professionals, this online graduate program provides a rich and engaging learning experience.

Masters in Homeland Security (p. 776)

The M.A. in Homeland Security is a broad, theory-based program which offers a distinctive and multidisciplinary approach to preparing professionals for leadership roles in protecting the United States, its interests and its allies from terrorist attacks, as well as responding to natural disasters and other threats to the safety and welfare of our communities, state and nation. Students will gain the knowledge and foundation needed to pursue private or public sector employment in the expanding area of homeland security and emergency preparedness, or further study in public policy.

Policies

Undergraduate Students Taking Graduate Courses

Students who are eligible to take CLAS graduate courses during their senior year must have a minimum cumulative GPA of 3.0. Under most circumstances, up to six credits of graduate courses may be taken as an undergraduate and would be included in the regular, full-time tuition fee. These credits may be applied towards the undergraduate degree requirements, including in the calculation of undergraduate GPA. Should the student matriculate into the CLAS graduate program, these credits, but not the grades, would be subsequently transferred to the graduate transcript.

Programs and Certificates

Program	Degree	Certificate
Applied Psychology (M.A.) (p. 716)	✓	
Business Communication (M.A.) (p. 725)	✓	
Health Communication Concentration in Business Communication (M.A.) (p. 774)	✓	
Homeland Security (M.A.) (p. 776)	✓	

Applied Psychology

Program Overview

The Master of Arts in Applied Psychology: Applied Behavior Analysis (ABA) is intended to provide students with theoretical and practical knowledge in applied behavioral psychology while also providing general understanding of how psychology relates to ABA practice.

Applied behavioral psychology 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, addictions, feeding problems, exercise, etc.) and most often in interventions with individuals with developmental disabilities.

Mission Statement

The Master of Arts in Applied Psychology: Applied Behavior Analysis (ABA) prepares students to excel in professional careers as scientist-practitioners. By challenging students to use a scientific lens when creating and evaluating clinical interventions, and to use an applied lens when designing research, this program will ensure that students are prepared to achieve success in behavior analytic employment, or to pursue further education upon completion of the program.

National Certification in Behavior Analysis

The Behavior Analyst Certification Board, Inc. (<http://www.bacb.com>)® (BCBA) has verified Rider University's ABA core course sequence as providing the content hours under the 4th Edition Task List and meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.

Admission Status

Upon completion of the steps in the application procedure, 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.

Transfer of Credits

Upon acceptance to the Master of Arts 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 Applied Psychology Steering Committee. 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.

Academic Standing

A minimum grade of "B" is required to obtain credit toward graduation. A grade of "B-" or lower will not count toward graduation credits. A GPA of 3.0 must be maintained to remain in good academic standing. Students whose GPA falls below 3.0 will be placed on Conditional Standing.

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

Rider University reserves the right to dismiss any student when, in the judgment of the faculty or the officers of Rider, such action seems advisable. Any of the following situations will result in the automatic dismissal of a student working toward a graduate degree or certification program in Applied Psychology:

- Receiving more than two grades of "B-" or lower in two graduate courses;
- Not attaining a grade point average of 3.0 after taking 12 or more graduate credits at Rider University;
- Failure to complete the program within the required 6 years.

Graduation Requirements

To graduate, students must have completed all the requirements for the degree within 6 years of enrolling in the program, have a GPA of 3.00 or higher, and have submitted the degree application for graduation form to the Dean's office.

Graduation with Distinction

Students who graduate with an overall grade point average of 3.85 or higher 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.

Contact

Frances Perrin English, Ph.D.

Program Coordinator, Adjunct Assistant Professor

Science 322A

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Program Website: M.A. in Applied Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/science-programs/ma-applied-psychology>)

Associated Department: Department of Psychology (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/psychology>)

Degree Requirements

The program requires 36 semester hours and includes 11 psychology courses and a required field placement experience. The supervised fieldwork must be at a pre-approved site.

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

Code	Title	Credits
Core Curriculum Requirement		
PSY 510	Intro Applied Behav Analysis	3
PSY 511	Principles of Learning	3
PSY 513	Observational Methods and Functional Assessment	3
PSY 514	Single Subject Research Design and Analysis	3
PSY 516	Creating Effective & Ethical Interventions	3
PSY 535	Language Assess and Intervent	3
PSY 536	Social Skills Assess & Intervene	3
Electives		
Select four of the following:		12
PSY 315/PSY 515	Psychological Tests	
PSY 325/PSY 525	Cognitive Development	
PSY 345/PSY 545	Health Psychology	
PSY 365/PSY 565	Drugs and Human Behavior	
PSY 374/PSY 574	Psychology of the Family	
PSY 377/PSY 577	Developmental Psychopathology	
PSY 382/PSY 582	Aging, Brain, and Cognition	
PSY 501	Introduction to Applied Psychology Skills	
PSY 518	Organizational Behavior Management	
PSY 520	Interventions for Challenging Behavior	
PSY 530	Interventions for Individuals with Developmental Disabilities	
PSY 533	Interventions for Autism	
PSY 595	Special Topics ¹	
PSY 550	Behavior Analytic Approaches to Health and Physical Activity	
PSY 690	Independent Research and Study	
Field Placement Requirement		
PSY 590	Field Placement in Applied Behavior Analysis	3
Thesis (optional - replaces 2 electives)		
PSY 700	ABA Thesis I	

PSY 701	ABA Thesis II
PSY 702	ABA Thesis III

¹ Topics change each semester. Students may take up to 12 credits of Special Topics.

Overview

The 4+1 Masters in Applied Psychology, Applied Behavior Analysis concentration is designed for students who wish to combine undergraduate study in psychology leading to a Bachelor's of Arts degree with graduate study leading to a Masters of Arts in Applied Psychology.

The admission process for this program ensures that only capable students are enrolled. Freshman students are encouraged to seek advice about the program from their advisor and the program coordinator. The following courses must be completed if the student intends to apply to the program:

- PSY-212 Intro to Applied Behavior Analysis
- PSY-299 Field Placement in Applied Behavior Analysis. This course is intended to assist the student in determining if the program is a good match for them.

During the first semester of the junior year, the student will formally apply to the Applied Psychology program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Applied Psychology program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- Two letters of reference from professors or supervisors of relevant work or internship experience;
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Applied Psychology program;
- An interview with faculty from the Applied Psychology program; and
- Completion of required 200 level courses.

Students accepted into the Applied Psychology program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the BA degree when they complete the requirements for that degree in psychology. The MA will be awarded upon completion of the Applied Psychology graduate program requirements.

Academic Plans of Study

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Fall Cohort

Course	Title	Credits
Year 1		
Fall Semester		
PSY 510	Introduction to Applied Behavior Analysis	3

Elective	3
Semester Credit Hours	6

Spring Semester

PSY 511	Principles of Learning	3
PSY 516	Creating Effective & Ethical Interventions	3
Semester Credit Hours	6	

Summer Semester

PSY 536	Social Skills Assessment & Intervention	3
PSY 535	Language Assessment and Intervention	3
Semester Credit Hours	6	

Year 2

Fall Semester

PSY 514	Single Subject Research Design and Analysis	3
Elective		3
Semester Credit Hours	6	

Spring Semester

PSY 513	Observational Methods and Functional Assessment	3
Elective		3
Semester Credit Hours	6	

Summer Semester

Elective		3
PSY 590	Field Placement in Applied Behavior Analysis	3
Semester Credit Hours	6	
Total Credit Hours for Graduation	36	

PSY 510 Introduction to Applied Behavior Analysis 3 Credits

This course will provide an introduction to applied behavior analysis. Students will learn the history and defining features of the field. Due to the scientific nature of applied behavior analysis, students will also learn characteristics and processes associated with the scientific method. Furthermore, foundational concepts will be defined, along with relevant behavior change procedures.

PSY 511 Principles of Learning 3 Credits

This course will provide students with more in depth understanding of the philosophical assumptions, characteristics and basic principles of behavior analysis. Students will have the opportunity to review concepts learned during Introduction to Applied Behavior Analysis. This course will also provide an introduction to the basic research in behavior analysis. Students will become more fluent in definitions, characteristics, principles, processes, and concepts of behavior analysis.

Prerequisite(s): PSY 510.

PSY 513 Observational Methods and Functional Assessment 3 Credits

This course is designed to provide knowledge and skills of methodologies to conduct a thorough behavioral assessment, interpret the assessment data, and identify goals for treatment. Topics will include direct observation/data collection methods, data analysis, functional assessment, stimulus preference and reinforcer assessments, and ethical and professional issues. The second half of the course will deal specifically with functional analysis including the history of and variations to the methodology. The relationship between assessment techniques and the development of the least-restrictive but most effective behavioral intervention will also be discussed.

Prerequisite(s): PSY 510, PSY 511.

PSY 514 Single Subject Research Design and Analysis 3 Credits

Students will be introduced to the basic evaluative methods used in behavior analysis including various models of single subject design such as multiple baselines, reversal designs, and alternating treatment models. Students will design analyses, collect data, graphically display their data, and provide an analysis of findings. Students will read original behavior analytic research articles and practice analysis of findings.

Prerequisite(s): PSY 510, PSY 511.

PSY 516 Creating Effective & Ethical Interventions 3 Credits

This course will familiarize the student with ethical issues and responsibilities of behavior analysts working in applied settings. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

PSY 518 Organizational Behavior Management 3 Credits

This course will provide an overview of research and practice in the field of Organizational Behavior Management (OBM), also referred to as Performance Management in organizational settings. Performance Management is a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology. The concepts and techniques used in Performance Management originated from the field of behavior analysis.

PSY 520 Interventions for Challenging Behavior 3 Credits

Students will review principles of behavior in the context of application to functional assessment and treatment of socially significant problem behavior. Topics including extinction, functional communication training, differential reinforcement, choice, environmental manipulations, and punishment will be covered. Students will move through the process of developing function-based interventions and writing behavior plans.

Prerequisite(s): PSY 510.

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 Autism 3 Credits

The purpose of this course is to provide students with a general understanding of the clinical characteristics of autism spectrum disorders. The course will briefly address etiology and neurocognitive underpinnings of these disorders but will focus on psycho-educational interventions. The course will be taught from an applied behavior analytic perspective.

PSY 535 Language Assessment and Intervention 3 Credits

Students will be introduced to the classification of verbal responses, both vocal and non-vocal. Using videotaped examples, students will categorize observed verbal behavior. Students will be provided with practical tools for the assessment of verbal behavior, as well as an array of intervention strategies. A focus will include the design of teaching strategies to enhance language acquisition, as well as ongoing evaluation of intervention efficacy will be employed.

Prerequisite(s): PSY 510, PSY 511.

PSY 536 Social Skills Assessment & Intervention 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(s): PSY 510, PSY 511.

PSY 550 Behavior Analytic Approaches to Health and Physical Activity 3 Credits

The application of behavior analytic methods, practices, and principles has been demonstrated through research and clinical applications to be effective at changing health and fitness behavior. This course will provide an overview of research and practice in applying behavior analytic principles to changing health behavior and physical activity. Behavior change across various populations will be covered including both adults and children with and without disabilities. Discussion will focus on both functional assessment as well as interventions effective at changing health and physical activity including self-management, self-monitoring, goal setting, contingency management, etc. Students will spend the semester implementing self-management projects for their own health and/or fitness behavior.

PSY 565 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

PSY 567 Multicultural Perspectives in Applied Psychology 3 Credits

In this graduate level course, students will examine in-depth, culture and identity formation, social relationships, the perception and manifestation of mental illness, and treatment seeking among other areas. Additionally, given the increasing diversity of communities in the US, the course will also focus on immigration, acculturation, discrimination, and the psychological correlates of each. Implications of these factors for emerging practitioners will also be covered.

PSY 574 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

PSY 577 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

PSY 582 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

PSY 584 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 584 is crosslisted with PSY 384.

PSY 590 Field Placement in Applied Behavior Analysis 3 Credits

The applied behavior analysis practicum includes a required field placement of 15 hours per week and periodic on campus meetings. The practicum experience will allow students to experience the professional life of a behavior analyst in one of several preapproved sites. Sites approved include those for children, adolescents or adults with disabilities. Placements will be selected in consultation with the Practicum Coordinator and will require a written practicum plan from the cooperating field supervisor.

Prerequisite(s): PSY 510, PSY 511, PSY 513, PSY 514.

PSY 595 Selected Topics in Applied Psychology 3 Credits

Students will actively engage in an in-depth inquiry into a special topic area concerning applied psychology. Though the topics will change, students will be required to read and discuss current literature as well as considering the application of tools of the discipline to research questions of their own.

PSY 690 Independent Research and Study 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. Permission of Instructor.

PSY 700 ABA Thesis I 1 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 701 ABA Thesis II 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 702 ABA Thesis III 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

Business Communication

Program Overview

Rider's M.A. in Business Communication focuses on the application of communication skills within a business context. Through face-to-face, online, and hybrid courses, students learn to better understand and leverage communication strategies to achieve organizational goals. The program introduces students to best practices in business communication, and engages them in real life current issues and scenarios faced by professionals on the job.

Students also benefit from Rider's central location between New York City and Philadelphia, which connects them to the business, financial and cultural nexus of Princeton and the burgeoning Route 1 corridor.

Curriculum Overview

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

Completion of this 33-credit program will prepare students for jobs in business communication and as professional communicators in a range of organizational settings. Strategic communication is a central activity in the professional world and requires knowledge, case analysis and skill refinement at a high level. Courses focus on understanding the business environment and on analysis of business communication challenges and

development of appropriate solutions to them. Students will learn the theories that are the foundation for effective communication and apply this knowledge to class exercises and professional experiences.

The program includes graduate-level courses from Rider’s College of Business, which holds prestigious accreditation by AACSB International: The Association to Advance Collegiate Schools of Business.

Among the skills participants in the M.A. in Business Communication develop are learning how to manage crisis communication, internally and externally, with credibility and transparency; thinking and writing strategically for the effective communication of business goals; being ethical and responsible communicators; functioning within the laws and regulations relative to workplace communication; and understanding organizational dynamics, including leadership and team building.

Degrees Offered

- M.A. in Business Communication

Contact

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Program Website: Business Communication (<https://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/buscom>)

Associated Department: Department of Communication and Journalism

Related Programs

- Health Communication (p. 774)
- Business Administration (p. 34)

Course Requirements for the MA in Business Communication

(33 Credits)

Code	Title	Credits
COMM 503	Corporate/Persuasive Discourse	3
COMM 504	Strategic Business Writing	3
COMM 507	Bus Presentation Strategies	3
COMM 525	Visual Communication	3
COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 545	Info Gathering & Analysis	3
COMM 552	Communication in a Multicultural Workplace	1.5
COMM 553	Communication in a Global Market	1.5
COMM 554	Effective Group Communication	1.5
COMM 555	Communication and Organizational Culture	1.5
COMM 599	Capstone in Business Comm	3
PMBA 8020 or PMBA 8030	Fundamentals of Accounting Economic Analysis	3
PMBA 8313 or PMBA 8314	Electronic Commerce Project Management	3
Total Credits		33

¹ PMBA courses may be replaced by an alternative course selected by the Department Chair.

M.A. in Business Communication 4+1 Option Overview

The 4+1 Masters in Business Communication is designed for students who wish to combine undergraduate study in a major leading to a Bachelor’s degree with graduate study leading to a Masters of Arts in Business Communication, including the option of the online Health Communication concentration.

The admission process for this program ensures that only capable students are enrolled. Freshman and sophomore students are encouraged to seek advice about the program from their advisor and the program director. During the junior year, the student will formally apply to the M.A.B.C. program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Business Communication program, accompanied by a \$50 nonrefundable application fee;
- Receipt of official transcripts from every college or university attended (including Rider University);
- A statement of objectives prepared by the student that presents the student’s reasons for wanting to enter the Business Communication program;
- Two letters of recommendation, at least one from a college professor

Students accepted into the Business Communication program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the B.A. or B.S. degree when they complete the requirements for that degree. The M.A. will be awarded upon completion of the Business Communication requirements.

Academic Plan of Study

The Four-Plus-One M.A.B.C. is designed to begin in the senior year of undergraduate study and is completed in one additional year by the student who plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the M.A.B.C. director, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
Senior Year		
COMM 503	Corporate/Persuasive Discourse	3
Semester Credit Hours		3
Spring Semester		
COMM 504	Strategic Business Writing	3
Semester Credit Hours		3
Summer Semester		
Summer I		
COMM 507	Bus Presentation Strategies	3
PMBA Course		3
Summer II		

COMM 525	Visual Communication	3
PMBA course		3
Semester Credit Hours		12

Year 2**Fall Semester****Graduate Year**

COMM 552	Communication in a Multicultural Workplace	1.5
COMM 553	Communication in a Global Market	1.5
COMM 545	Info Gathering & Analysis	3
COMM 554	Effective Group Communication	1.5
COMM 555	Communication and Organizational Culture	1.5
Semester Credit Hours		9

Spring Semester

COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 599	Capstone in Business Comm	3
Semester Credit Hours		6
Total Credit Hours for Graduation		33

Courses and Descriptions

COMM 503 Corporate/Persuasive Discourse 3 Credits

Imparts advanced knowledge of crisis management, including theory, techniques and applications. Students will gain competency in a number of areas including: changing opinion and behavior, crisis management principles, strategies, tactics and communication methods. Students will work in teams to develop the knowledge and skills to manage the messages surrounding crisis-related issues found in organizations.

COMM 504 Strategic Business Writing 3 Credits

Provides students with the tools to think and write strategically. Students will gain competency in a number of areas including: identifying challenges and communicating to different workplace audiences; developing content for daily, routine and specific workplace requirements; focusing on strategic, outcomes-based writing; and cultivating interpersonal relationships for successful communication. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 507 Bus Presentation Strategies 3 Credits

Develops the ability to create purposeful presentations with targeted messages relating to audience needs. Students will gain competency in a number of areas including: messaging, writing for the visual media, using current visual presentation tools, delivering an impactful presentation and taking advantage of social media channels. They will develop the knowledge and skills to influence and inspire internal and external constituencies, a key part of communication practitioners' jobs, especially those in managerial/senior staff roles.

COMM 525 Visual Communication 3 Credits

Develops understanding of the importance of visuals and using different ways to communicate effectively with visuals, which is an integral parts of any advanced communication and journalism curriculum. The goal of the course is to provide students with the practical knowledge and critical skills necessary to effectively use visuals as an important and inevitable component in the communication process. The course covers visual communication theories, perception of psychology, design and layout principles, typography, imagery in mass media and visuals in interactive media.

COMM 531 Legal/Ethical Iss for Prof Com 3 Credits

Provides students with the knowledge to understand and apply ethical guidelines and current laws and regulations relative to workplace communication, as well as the legal limits impacting professional communications. This knowledge is particularly important for those in or aspiring to managerial/senior staff roles.

COMM 545 Info Gathering & Analysis 3 Credits

Develops the knowledge and skills to use various research methods and analysis techniques to provide critical information for, and assist with, business decisions. It will cover developing research tools, gathering and verifying information, analyzing, and reporting results. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 552 Communication in a Multicultural Workplace 1.5 Credits

Instructs in the use of diversity and cultural communication principles and strategies to effectively manage a culturally diverse workforce. This course will help organizational leaders understand how gender, ethnic, religious, and other differences affect the workplace, and how to effectively harness those differences towards maintaining a workplace that promotes good employee relations, and ultimately, good productivity for the organization.

COMM 553 Communication in a Global Market 1.5 Credits

Examines communication between and among businesses in a global context. The course presents communication as an essential pivot around which revolve the social and institutional relationships within and among nations. Hence, exploring global communication structures and tendencies is an important means to understanding social, cultural, economic and political impositions on global business. The emerging role of technologies of communication, such as social media, will be a particular focus of this course.

COMM 554 Effective Group Communication 1.5 Credits

Encompasses the study of individual and group behavior in the workplace. Emphasis is placed on individual behavior and group dynamics, application of current group theories, effective group communication, and effective leadership/followership skills. A comprehensive review of these processes, as well as others, will allow students to examine their role in groups as well as teams.

COMM 555 Communication and Organizational Culture 1.5 Credits

Examines communication and culture in organized settings. Emphasis is placed on managing organizational culture, communication and the relationship between organizational performance and organizational culture. A review of research and analysis as it relates to organizations will allow students to apply what they have learned about organizational culture to real life situations.

COMM 599 Capstone in Business Comm 3 Credits

Provides students with the opportunity to explore, research and discuss practical and theoretical topics in business communication. This capstone course gives students an opportunity to apply skills and knowledge they have learned throughout the Master of Arts in Business Communication curriculum. Under faculty supervision, students will complete a major project using a variety of research methods.

PMBA 8020 Fundamentals of Accounting 3 Credits

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

PMBA 8030 Economic Analysis 3 Credits

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level. Topics include an analysis of markets, the nature and characteristics of producer behavior, the theory of pricing in competitive and non competitive markets, and their welfare effects. At the macro level, coverage of the economy in the short run deals with economic fluxuations, fiscal policy, and monetary policy. An examination of the economy in the long run covers factors effecting economic growth.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

in our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

Health Communication Concentration, Master of Arts in Business Communication

Program Overview

Rider's Health Communication concentration in the M.A. in Business Communication (M.A.H.C.) focuses on the application of communication skills within the health context. Health communication is one of the areas of communication that is growing exponentially and is projected to experience continued growth. Communication contributes to vital health outcomes by directing positive health behaviors. Interventions, strategies, and programs to change health behaviors are communicative acts and are the primary tools used in health communication. The program introduces students to best practices in communication, and engages them in real-life current issues and scenarios faced by professionals on the job. Students in the program learn to better understand and leverage communication strategies to achieve organizational goals.

Curriculum Overview

The M.A.H.C. is a fully online, 33-credit program designed to prepare students for careers in the fast-paced, expanding field of health. Students learn to identify and explain current issues in health communication; use theory and research methodology to examine and explain trends and phenomena in health; interpret the verbal and nonverbal communication practices of individuals, healthcare providers, and organizations in order to reform conversations about health; explain complex medical terminology, statistics, and research findings in simplified language; compose written materials and develop health communication campaigns for general audiences, healthcare professionals, medical

organizations, and advocacy groups; understand the far-reaching, multi-layered impact that culture has on health communication and health outcomes; and develop a variety of health communication campaigns that inform, educate, promote, or call for action.

Degrees Offered

- M.A. in Business Communication with a concentration in Health Communication

Contact

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Director

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Program Website: Health Communication (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/buscom/health-communication-concentration>)

Associated Department: Department of Communication and Journalism

Program Requirements for the MA in Health Communication

(33 Credits)

Code	Title	Credits
COMM 500	Communication Processes in Health	3
COMM 501	Medical Concepts and Health Writing	3
COMM 505	Health Communication Theory	3
COMM 507	Bus Presentation Strategies	3
COMM 525	Visual Communication	3
COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 545	Info Gathering & Analysis	3
COMM 551	Cultural Conceptions of Health and Illness	3
COMM 558	Health Communication Campaigns	3
COMM 559	Communicating Crises in Health	3
COMM 600	Capstone: Implementing a Health Communication Campaign	3
Total Credits		33

Overview

The 4+1 Masters in Business Communication is designed for students who wish to combine undergraduate study in a major leading to a Bachelor's degree with graduate study leading to a Masters of Arts in Business Communication, including the option of the online Health Communication concentration.

The admission process for this program ensures that only capable students are enrolled. Freshman and sophomore students are encouraged to seek advice about the program from their advisor and the program director. During the junior year, the student will formally apply to the M.A.B.C. program through the Graduate Admissions Office. The process involves the following:

- A completed application form for admission to the Business Communication program, accompanied by a \$50 nonrefundable application fee;

- Receipt of official transcripts from every college or university attended (including Rider University);
- A statement of objectives prepared by the student that presents the student's reasons for wanting to enter the Business Communication program;
- Two letters of recommendation, at least one from a college professor

Students accepted into the Business Communication program at the end of their junior year will complete one graduate level elective course during each semester of their senior year.

Students will be awarded the B.A. or B.S. degree when they complete the requirements for that degree. The M.A. will be awarded upon completion of the Business Communication requirements.

Academic Plan of Study

The Four-Plus-One M.A.B.C. is designed to begin in the senior year of undergraduate study and be completed in one additional year by the student who plans to attend the program on a full-time basis. The following educational plan is provided as a sample only. Each student, with the guidance from the M.A.B.C. director, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
Senior Year		
COMM 500	Communication Processes in Health	3
Semester Credit Hours		3
Spring Semester		
COMM 501	Medical Concepts and Health Writing	3
Semester Credit Hours		3
Summer Semester		
Summer I		
COMM 505	Health Communication Theory	3
COMM 507	Bus Presentation Strategies	3
Summer II		
COMM 525	Visual Communication	3
COMM 551	Cultural Conceptions of Health and Illness	3
Semester Credit Hours		12
Year 2		
Fall Semester		
Graduate Year		
COMM 545	Info Gathering & Analysis	3
COMM 558	Health Communication Campaigns	3
COMM 559	Communicating Crises in Health	3
Semester Credit Hours		9
Spring Semester		
COMM 531	Legal/Ethical Iss for Prof Com	3
COMM 600	Capstone: Implementing a Health Communication Campaign	3
Semester Credit Hours		6
Total Credit Hours for Graduation		33

Courses and Descriptions

COMM 500 Communication Processes in Health 3 Credits

Interpersonal and nonverbal communication are the two areas of general communication studies that health communication draws from most heavily. These concepts affect relationships in healthcare, the ability to understand and process medical information, the efficacy of messages in relation to nonverbal indicators, and how bad news, another major concept in health communication, is received. This class will provide a comprehensive understanding of these concepts, how they are utilized in the field of health communication, and the ways in which the two areas intersect, all in the broader context of understanding health communication as a discipline.

COMM 501 Medical Concepts and Health Writing 3 Credits

Improving the way that health is communicated requires the ability to understand health information at the initial – and often complex – level. In particular, health communication aims to provide information to underserved populations, who may suffer from lack of education and poor health literacy. This class will provide students with a basic understanding of medical terminology and the ability to comprehend and explain scientific literature. Students will develop the skills needed to translate medical information for a wide range of audiences. Students will also be required to apply these concepts through the creation of multiple types of health writing assignments.

COMM 505 Health Communication Theory 3 Credits

Health communication is driven by a set of principles that guide the conceptualization, design, and implementation of new health guidelines and interventions. The ultimate goal of health communication is to increase health and satisfaction by encouraging healthier behaviors, medical compliance, and more efficient communication of medical information. This class is designed to give an overview of the major fields of study in health communication through examination of the major theoretical perspectives therein. Topics include the different areas of study in which health communication theories are based, how theory is used to support the initial design of research studies and interventions, and the situations in which the use of more than one theoretical approach is warranted.

COMM 507 Bus Presentation Strategies 3 Credits

Develops the ability to create purposeful presentations with targeted messages relating to audience needs. Students will gain competency in a number of areas including: messaging, writing for the visual media, using current visual presentation tools, delivering an impactful presentation and taking advantage of social media channels. They will develop the knowledge and skills to influence and inspire internal and external constituencies, a key part of communication practitioners' jobs, especially those in managerial/senior staff roles.

COMM 525 Visual Communication 3 Credits

Develops understanding of the importance of visuals and using different ways to communicate effectively with visuals, which is an integral parts of any advanced communication and journalism curriculum. The goal of the course is to provide students with the practical knowledge and critical skills necessary to effectively use visuals as an important and inevitable component in the communication process. The course covers visual communication theories, perception of psychology, design and layout principles, typography, imagery in mass media and visuals in interactive media.

COMM 531 Legal/Ethical Iss for Prof Com 3 Credits

Provides students with the knowledge to understand and apply ethical guidelines and current laws and regulations relative to workplace communication, as well as the legal limits impacting professional communications. This knowledge is particularly important for those in or aspiring to managerial/senior staff roles.

COMM 545 Info Gathering & Analysis 3 Credits

Develops the knowledge and skills to use various research methods and analysis techniques to provide critical information for, and assist with, business decisions. It will cover developing research tools, gathering and verifying information, analyzing, and reporting results. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 551 Cultural Conceptions of Health and Illness 3 Credits

Culture affects every relationship dynamic, the way nonverbal communication is interpreted, how audiences are selected for health campaigns, the ability and willingness to use technology, and the way bad news is broken to individuals and families. In health communication, culture comprises both the general conceptions of what culture is – the characteristics of a particular social, ethnic, or age group – as well as other factors. This class will examine the specific variables of culture in this setting, how the variables are both unique and interconnected, and the wide-reaching impact culture has in health. The first half of the course explores the variables that culture includes. The latter part of the course takes these variables and demonstrates the roles they play in real-world health communication settings.

COMM 558 Health Communication Campaigns 3 Credits

Campaigns are the primary tool used in health communication to disseminate messages and effect change. Campaigns can provide information on a specific issue or to a specific community, encourage preventative health behaviors, demonstrate behaviors (such as performing self-skin exams for skin cancer or the proper way to follow medication instructions), put forward suggestions for a healthy lifestyle, raise awareness, or offer support. At times, multiple messages may be present in one campaign. This class will examine the different types of health campaigns and the impact a health communication campaign can have. Students will learn how to analyze a health campaign through its full cycle. The class will also serve as a foundation for the capstone class of the Master’s in Health Communication program.

COMM 559 Communicating Crises in Health 3 Credits

In the health setting, multiple events can be considered a crisis: the outbreak of a disease, contamination of food, a natural disaster, and more. The response to a crisis can have a significant, long-lasting impact on the organization’s reputation. The development of a crisis plan, which sets forth guidelines for an organization’s response to a crisis and involves multiple steps, can be completed before any events occur and can significantly affect the way an organization handles a crisis. This class explores the types of crises that occur in health communication, the factors involved in a crisis, the development of a crisis plan, and the effects of a crisis on an organization.

COMM 600 Capstone: Implementing a Health Communication Campaign 3 Credits

The ability to implement, evaluate, revise and successfully launch a campaign is a critical skill for all individuals who work in health communication. Campaigns are the primary tool used by health communicators to initiate change in a community, although their implementation will not always be a fluid, one-step process. This class will require students to select a local health campaign and evaluate the campaign from start to finish. Students will complete the Master’s program in Health Communication with a complete proposal for a health communication campaign and the skills needed to analyze an existing campaign from beginning to end.

Homeland Security (M.A.)

Program Overview

The M.A. in Homeland Security provides students with a multidisciplinary program that goes beyond conventional studies of the subject. The degree is designed to give students broad training in the theoretical and applied nature of security studies and then to offer students the ability to specialize in Global or Domestic Security. The M.A. explores the causes and consequences of political violence and how the U.S.’s internal and global environment impacts issues of security within the nation and globally. Students will also learn about the institutions, actors and processes that support the security community. It explores the tools and actions the U.S. and other governments can utilize in maintaining security and the consequences of doing so. Finally, the graduate program in Homeland Security Policy provides students with the foundation for pursuing careers in the security sector.

Degree Offered

- Master of Arts in Homeland Security

Contact

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Associated Department: Political Science (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-science/liberal-arts-programs/political-sc>)

Course Requirements for the M.A. in Homeland Security

To earn an M.A. in Homeland Security, a total of **36** credits must be completed from the following:

Code	Title	Credits
Required Foundation Courses (18 credits)		
HLSP 501	Homeland Security	3
HLSP 502	Development and Structure of the US Intelligence Community	3
HLSP 505	Civil Liberties and National Security	3
HLSP 527	Policy Analysis and Evaluation	3
HLSP 530	Data Analysis and Methods for Political Science	3
HLSP 545	Loyalty and the State of Exception	3
Specialized Courses: Choose one of the following specializations (three courses in one specialization)		
Global Security Specialization: Choose three courses from the following:		9
HLSP 508	Political Communication, Terrorism, and Security	
HLSP 510	Terrorism	
HLSP 529	Energy Security	
HLSP 533	International Law and Armed Conflict	
HLSP 551	Global Security	
HLSP 552	U.S. Foreign and Security Policy	
HLSP 553	Cyber War	

HLSP 567	Global Immigration Trends and Security Issues	
Domestic Security Specialization: Choose three courses from the following:		9
HLSP 504	Political Behavior of Security and Conflict	
HLSP 506	US Constitutional Law and National Security	
HLSP 514	Congress and National Security	
HLSP 515	Counterterrorism	
HLSP 516	The Presidency and National Security	
HLSP 520	Defense Policy and Analysis	
HLSP 531	Critical Infrastructure Security	
HLSP 532	Disaster Management and Preparedness	
HLSP 550	American National Security	
Elective Courses:		6
Two additional courses in either specialization		
HLSP 690	Research & Creative Expression	
Capstone: Choose one of the following:		3
HLSP 590	Master's Thesis	
HLSP 591	M.A. in Homeland Security Internship	

Courses and Descriptions

HLSP 501 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

HLSP 502 Development and Structure of the US Intelligence Community 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

HLSP 504 Political Behavior of Security and Conflict 3 Credits

The course focuses on various analytical approaches in behavioral political science in order to better understand how individuals interact with the political system. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior during periods of crisis and uncertainty. The course empowers students to conduct advanced research in order to test some of the leading theories of the subfield.

HLSP 505 Civil Liberties and National Security 3 Credits

During times of crisis, can our government maintain individual liberty? This course provides an in-depth exploration of the tension between the role of the state in balancing civil liberties with national security. In this context, the course provides a specific focus on freedom of speech, press and assembly, freedom of religion, the right to privacy and the courts' role, or lack thereof, in the War on Terror.

HLSP 506 US Constitutional Law and National Security 3 Credits

This graduate seminar examines the origin and development of the American constitutional system and constitutional law. It further examines this system within the context of national security. Primary emphasis is on the US Supreme Court, which includes its developmental as an institution, the origins of judicial review and the court's establishment of this process, as well as the decision-making process by Justices of the court. The course will then examine the interplay between the court and its political environment and the impact the court has had upon the functioning of the political system by considering the Marshall Court (1801-1835), the Hughes Court (1930-1941) and the Warren Court (1953-1969). We will conclude with a consideration of the role of the court in balancing the rights and freedoms of a democratic society within the demands of the national security state.

HLSP 508 Political Communication, Terrorism, and Security 3 Credits

This course explores how political communication affects terrorism and security. It is well known that media plays an important role in creating the narrative for understanding terrorism and national security issues. The question is whether that narrative tends to help protect that nation, or whether it actually interferes with that goal. In addition, social media has become a means by which terrorist groups recruit outside volunteers, while blogs and websites are often used to incite incidents in various countries. This course deals with the various ways in which political communication can support, or interfere with, the protection of national security.

HLSP 510 Terrorism 3 Credits

Politics is the study of power and its application, and hence the study of violence has always played a central role in the discipline. In the era of mass politics, violent political participation has been accentuated as evidenced by the prevalence of both domestic and international terrorism. The practice of terrorism itself has undergone changes in the new era and the appearance of groups and "lone wolves" bent on sowing death and destruction for its own sake is more common place. Moreover, the statelessness of today's terrorists removes crucial restraints that once held even extreme terrorists in check. Perhaps more than any other organization, ISIS embodies these trends. It is therefore incumbent upon us to take a step away from the spectacular nature of the news, and ask fundamental questions concerning the motivations, modes of operation, and circumstances contributing to the appearance of terrorist movements, and the roles of the leaders as against the "foot soldiers" in such organizations. Special attention is laid on the emotional fervor of those engaged in the activity, the ideology that mobilizes them and rationalizes their behavior, within each case's historical settings.

HLSP 514 Congress and National Security 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. In addition to an in-depth analysis of the US Congress, we also look comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror?.

HLSP 515 Counterterrorism 3 Credits

One of the aims of analyzing the nature of terrorism, its goals, and the underlying deeper motives of those who partake in it, is to thwart as many terrorist efforts as possible and to bring terrorist campaigns to an end. Thus, the questions of how terrorism begins and how terrorism ends are intimately related. Because of the prevalence of terrorism in the national and international arenas and the spectacular nature of terrorist undertakings, the analysis of these questions is the subject of much media attention and public discussion that tends to obscure and politicize what should be a focus of attention of citizens, policy makers, and students of the social sciences alike. This course seeks to point out concrete measures for counterterrorism –of the type that sometimes is under public discussion –but in a more systematic manner that brings together methods of heuristic thinking in political science and adjacent disciplines, historical and comparative experience, and the literature on counter terrorism to analyze the range of possible strategies that could be adopted and the possible manner in which terror campaigns may be brought.

HLSP 516 The Presidency and National Security 3 Credits

This course is designed as an upper level graduate combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School, English School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

HLSP 520 Defense Policy and Analysis 3 Credits

The course begins with an overview of the structure of US defense policy and administration and explores issues associated with national defense. Throughout the course students become familiar with basic data, institutions, actors, trends, issues and options in the strategic implementation of defense and force. The primary focus of the course is on the Department of Defense (DoD) as well as on key committees and actors within the White House, State Department, Central Intelligence Administration and Congress.

HLSP 527 Policy Analysis and Evaluation 3 Credits

Policy Analysis and Evaluation fully addresses this problem by providing students with an in-depth study of public policy. It does so by linking theory with practice in helping students think systematically about public policy. The course addresses the policy process through leading theoretical models within the subfield as well as an evaluation of government's response, or lack thereof, of contemporary policy problems. Our focus will be three areas of policy analysis: 1) descriptive 2) evaluative and 3) prescriptive. As part of our focus, we will address policy design, implementation, evaluation and failure. Overall, students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options.

HLSP 529 Energy Security 3 Credits

Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

HLSP 530 Data Analysis and Methods for Political Science 3 Credits

This course introduces students to quantitative and qualitative methods used by political scientists and security specialists in the study of social and political phenomena. Students will learn the logical structure of political analysis, and the quantitative measures used to supplement and support these logical structures. Overall the course draws on the fundamentals of statistics: Namely the ability to describe data samples and draw inferences about the populations from which they were drawn. It should also improve one's ability to read data, interpret data, and judge others' claims about data. After students learn these skills, they will apply them to a prepared data set. The emphasis of this course is on "hands-on" experience. Students approaching this subject for the first time will "learn by doing" this type of analysis.

HLSP 531 Critical Infrastructure Security 3 Credits

Overall the course draws on the fundamentals of risk management strategies and policies related to manmade and natural threats to critical infrastructure. The course provides students with tools and critical thinking skills in order to identify and analyze challenges and opportunities to the nation's infrastructure. The emphasis of this course is on "hands-on" experience whereby students will "learn by doing" analysis.

Prerequisite(s): For MA students and can be offered to undergraduate students who are in the 4+1 program.

HLSP 532 Disaster Management and Preparedness 3 Credits

This course provides an overview of the following: 1) various types of natural and manmade disasters that communities are vulnerable to, and 2) how to develop corresponding preparedness, response, recovery, and mitigation strategies. Upon completing this course, students will be able to assess and develop the following: 1) preparedness plans for disaster response, 2) monitoring and evaluation plans for disaster response, 3) early warning systems plans for risk reductions, and 4) response, recovery, and mitigation strategies. Students will also learn about existing and developing domestic and international Disaster Risk Reduction models. This includes, but is not limited to: 1) strategies that prevent and minimize casualties during disasters, and 2) logistic and operational challenges. Special consideration will also be given to the impact of the social and political processes associated with disaster policy and planning.

Prerequisite(s): For MA students and can be offered to undergraduate students who are in the 4+1 program.

HLSP 533 International Law and Armed Conflict 3 Credits

By literalizing the “war on terror,” governments have broken down the distinction between what is permissible in times of peace and what can be condoned during a war. In peacetime, governments are bound by strict rules of law enforcement. For example, lethal force can be employed in law enforcement only if necessary to meet an imminent threat of death or serious bodily injury. Those detained by police must be charged and tried. However, in wartime, law enforcement rules are supplemented by a more permissive set of rules embodied in international humanitarian law, otherwise known as the law of armed conflict. Under such wartime rules, unlike during peacetime, an enemy combatant can be shot without warning (unless he or she is incapacitated, in custody, or trying to surrender), regardless of any imminent threat. If a combatant is captured, he or she can be held in custody until the end of the conflict, without any trial. This course explores how these two sets of rules have developed, both by customary international law and by international conventions, analyzes under what sorts of circumstances one set of rules should apply instead of the other, and examines the legal consequences of governments fighting the “war on terror” by expanding the boundaries of the law of armed conflict beyond the traditional battlefield to wherever terrorists hide, run, or plan. Students will receive a solid foundation in the law of armed conflict and will analyze complex legal problems occurring at the intersections of international humanitarian law, international human rights law and national security law.

Prerequisite(s): For MA students and can be offered to undergraduate students who are in the 4+1 program.

HLSP 545 Loyalty and the State of Exception 3 Credits

The course enquires into cases ranging across Europe, the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, have suspended, if not dissolved, constitutionally guaranteed civil liberties. Under emergency situations, organs of national security are energized; organs of opinion and electronic media including internet newsgathering, opinion expression and formation, may be censored; citizens may be enlisted to report to and inform on their neighbors. Regimes of exception may severely curtail academic freedom and university life; they may regulate voluntary associations by means of secret or not so secret surveillance of meetings, and a demand for lists of members and financial contributors. States of exception may deploy methods of coercion usually proscribed in “normal” times, e.g., suspension of habeas corpus rules; extended if not indeterminate periods of detention of suspects; and techniques of “enhanced interrogation” that may violate constitutional and international law. Using a number of case studies, the course inquires into the conditions under which liberal democracies transform themselves into states of exceptions; the effects of such transformations on individual and civic life; and the procedures by which states no longer under stress return to liberal democratic procedures and recovery of civil liberties.

HLSP 550 American National Security 3 Credits

The course is part of the foundational sequence of the M.A. in Homeland Security Policy. The course trains students to think strategically and critically about major issues facing American National Security.

HLSP 551 Global Security 3 Credits

This seminar critically addresses the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

HLSP 552 U.S. Foreign and Security Policy 3 Credits

This course emphasizes the main theories of and themes in American foreign policy since the end of the Second World War. We will examine the patterns that have permeated American Foreign Policy since 1945, and discuss the roles that various actors play in the foreign policy process. We will use theoretical concepts to discuss the major events in American foreign policy over the last half of a century. The course will focus on both the conduct and formulation of American foreign policy. Detailed knowledge of the policy-making process, including legal and institutional restraints and standard operating procedures, is clearly essential for all students of foreign policy. Yet, only by exploring America’s past actions in the global arena and only by searching for historical precedents and patterns can students fully grasp the dilemmas facing the United States today.

HLSP 553 Cyber War 3 Credits

Cyber attacks are a growing concern for international community. When does a cyber attack constitute an act of war or is merely an inconvenience? Is cyber power military power? How prevalent are such attacks, and to what extent can cyber at-tacks lead to conventional conflicts? Will cyber attacks by non-state actors render more power to such players in destabilizing states? This course explores the different types of issues in cyber wars, including mechanisms through which targeting of communication technology could escalate tensions and lead to an armed conflict, and ways through which states and international organizations could limit the de-structive potential of cyber technology.

HLSP 567 Global Immigration Trends and Security Issues 3 Credits

Amidst the broader trends of international politics that address the growing flow of goods, capital, and information across state borders, the movement of people is a permanent and expanding feature. However, central to the notion of the political identity of the nation-state is the ability to control the entry of non-citizens. The regulatory power of the nation-state to control its borders is at least threatened by the migratory movements of people. People are driven from their homes by conditions of war, economic difficulty, or environmental disaster. Millions of people migrate permanently each year, and about 20 million are refugees and seek political asylum worldwide. The vast majority of refugees are women and children—this is the hidden truth of the post-Cold War order, huge numbers of displaced women and children. These numbers are significant, particularly since the general movement heads in one direction, toward advanced industrial states, mainly Western Europe and the United States. About 35 million legal and illegal immigrants live in the United States. Immigrants account for 11.5 percent of the total population, the highest percentage in 70 years. Critics warn that if current trends continue, by the end of this decade the immigrant share of the total population will surpass the all time high of 14.8 percent reached in 1890. Understanding immigration and refugee issues in this interdependent world will help us to gain insights into the workings of political, economic, and social forces both within receiving and sending states as well as the international regime which regulates these movements. The topics addressed in this course go beyond simple models of utility and efficiency since the questions of immigration and political asylum are often deeply emotional issues for societies; the issue also has a significant moral dimension.

HLSP 590 Master's Thesis 3 Credits

Students will complete an original substantive research paper that will build on prior research in Security Studies or related discipline.

HLSP 591 M.A. in Homeland Security Internship 3 Credits

The course is part of the capstone requirements of the M.A. in Homeland Security Policy. The course will have students complete an internship, self-evaluation and write a reflection paper outlining their experience working in a security related position.

HLSP 690 Research & Creative Expression 1-4 Credits**Academic Calendar****Graduate Academic Calendar****Fall Semester 2018 (p. 970)****Spring Semester 2019 (p. 970)**

Cancellation of Classes (p. 971)

Commencement (p. 971)

Summer Session (p. 971)

Fall Semester 2018**September**

5 Wednesday	Classes begin
5-11 Wednesday-Tuesday	Schedule changes

October

1 Saturday	Last day for filing application to graduate in December 2018
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1 Saturday	Graduate Education comprehensive examination application deadline for Fall 2018
15 Monday	Course Selection for spring semester begins

November

21-25 Wednesday-Sunday	Thanksgiving recess
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December

6 Thursday	Graduate Business and Graduate Liberal Arts classes end
10-13 Monday-Thursday	Graduate Business and Graduate Liberal Arts final exams
13 Thursday	Graduate Education Fall semester classes end

Fall 2018 Withdrawal Dates¹

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

¹ Please refer to www.rider.edu/offices-services/financial/payments-billing-deposits/refunds (<http://www.rider.edu/offices-services/financial/payments-billing-deposits/refunds>) for information regarding course withdrawals and refunds.

Spring Semester 2019**January**

21 Monday	Martin Luther King, Jr. Day (Closed)
25 Friday	Deadline for makeup of fall semester incomplete grades
28 Monday	Classes begin
28-Feb. 1 Monday-Friday	Schedule changes

February

4-8 Monday-Friday	Classes may be dropped
15 Friday	Last day for filing application to graduate in May 2019
	Graduate Education comprehensive examination application deadline for Spring 2019

March

1 Friday	Graduate students priority deadline for filing federal financial aid forms
11 Monday	Course Selection for fall semester begins
17-24 Sunday-Sunday	Spring recess
25 Monday	Classes resume
30 Saturday	Graduate Education comprehensive examination

April

May

2 Thursday	Graduate Business and Graduate Liberal Arts classes end
6-9 Monday-Thursday	Graduate Business and Graduate Liberal Arts final exams
9 Thursday	Graduate Education classes end
18 Saturday	Commencement

June

1 Saturday	Last day for filing application to graduate in August 2019
14 Friday	Deadline for makeup of spring semester incomplete grades

Spring 2019 Withdrawal Dates¹

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

¹ Please refer to www.rider.edu/offices-services/finaid/payments-billing-deposits/refunds (<http://www.rider.edu/offices-services/finaid/payments-billing-deposits/refunds>) for information regarding course withdrawals and refunds.

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

Summer Session 2019

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

Commencement Information

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

Cancellation of Classes

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

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

Students may sign up for Rider Alert at www.rider.edu/rideralert (<http://www.rider.edu/rideralert>)

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

COURSES AND DESCRIPTIONS - GRADUATE

Courses and Descriptions

Athletic Leadership (ATHL)

ATHL 501 Seminar in Sport Psychology 3 Credits

This course covers psychological and social-psychological antecedents and consequences of exercise, physical activity, and sports participation. Emphasizes theory and research on personality, motivation, arousal, cognition, attributions, attitudes, self-efficacy, leadership effectiveness, and group dynamics. Emphasis is placed on applications for maximizing effectiveness while serving in the position of coach or administrator.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 502 Evaluating Athletic Interventions 3 Credits

This course in research methods prepares the student to understand materials and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded the opportunity to conduct research in the course on topics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 503 Seminar in Strength, Speed, and Conditioning 3 Credits

Emphasis will be placed upon assessment, description, and analysis of sport movement and designing training programs to enhance performance variables. While this course will assist those who desire to sit for the National Strength and Conditioning Association's (NSCA) Certified Exam, it is NOT a preparation course for the NSCA-CSCS exam.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 504 Seminar in Athletic Training 3 Credits

Introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 505 Seminar in Sports Media and Communication 3 Credits

Seminar in Sports Media and Communication is a critical examination of the symbiotic relationship between the mass media and professional sports franchises and major college athletic programs. This course deals with the workings and processes behind executing the proper techniques of sports information and media relations, as well as an analysis of the culture of sports in modern society. Students will develop a practical focus on sports information and promotion, including the role of the sports information director and events promoter, with emphasis on advanced concepts of public relations, publicity and marketing.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 506 Seminar in Facility Management 3 Credits

Seminar in Facilities Management and Event Planning provides an examination of principles and techniques of planning and operating sport facilities. Emphasizes the principles and concepts of organization and administration including communication, personnel management, management of physical resources, and risk management. Examines a variety of sport operations such as indoor stadiums, athletic field complexes, and managing recreation and intramural activities.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 507 Seminar in Athletic Governance and Policy 3 Credits

Students in this course will explore principles, techniques, and process related to the management of college athletics. It is important in today's dynamic environment of collegiate athletics that students value effective leadership and management principles. Through analyzing case studies, students will demonstrate problem solving related to handling athletic personnel and program issues. Studying collegiate athletic administration involves interpreting NCAA By-laws, including a comparison between Division I, II, and III compliance regulations. To ensure readiness for athletic management, students will evaluate the duties of an athletic director and create a strategic plan for an athletic department, including a mission statement and comprehensive budget. Lastly, students will characterize the critical steps to getting hired in collegiate athletics. Students will also prepare a portfolio, including an application letter and resume customized for applying for a position in athletic administration at the collegiate level. At the end of the course, students will understand the primary duties of the athletic director and the intricacies of managing an intercollegiate athletic program.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 508 Seminar in Athletics and Risk Management 3 Credits

Students in this course will explore proactive approaches to managing risks associated with conducting health, physical education, recreation and outdoor education programs. This course will emphasize safety as a foundation of quality program planning. Students will study governing associations and leadership/management skills required to be successful in the world of college athletics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 509 Seminar in Legal and Ethical Issues in Athletics 3 Credits

The purpose of the course is to familiarize the students with the business of sports and various issues related to sports management. Legal, ethical, economic, social and managerial issues related to sports will be addressed. Sports law issues which will be covered include tort law, contract law, employment discrimination, antitrust law and constitutional law. Also covered will be the structures and authority of the organizations involved in amateur and professional athletics.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 510 Seminar in Athletic Coaching 3 Credits

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching; integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 531 Athletic Coaching Internship 3 Credits

The learning experiences in this course are afforded through a variety of instructional approaches. This will ensure opportunities to meet the course objectives. Course content includes, but is not limited to, the following: philosophical foundations of coaching; integrity; program mission and priorities; scientific basis of sport; basic conditioning and training principles; basic wellness; psychological foundations of coaching; leadership strategies; communication; team dynamics and cohesion; personality, basic traits and states influencing performance; pedagogical principles of sport; learning motor skills; process of coaching; managerial functions of coaches-planning, controlling, evaluating; event/facility/equipment management; legal duties and risk management; promotions, marketing, fundraising for coaches; multitask management, self-management; intangibles in coaching.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 532 Athletic Administrative Internship 3 Credits

The internship affords students professional experience with an organization where the course theory can be applied to best practices. The internship is developed in consultation with the student, the student's academic advisor and the Internship. A learning/work plan is prepared by the student for approval by the site supervisor, both of whom share responsibility for the internship.

Prerequisite(s): Permission of Program Director or approval by CCS.

ATHL 533 Special Topics Seminar 3 Credits

This course will provide students the opportunity to survey the various sub-disciplines related to coaching and athletic administration, and their methods of inquiry. The course will place emphases on critically appraising research literature, and data collection, data organization and analyses for various research questions.

Prerequisite(s): Permission of Program Director or approval by CCS.

Business Education-GR (BSED)**BSED 504 Curriculum Strategies and Evaluative Concepts in Business Education 3 Credits**

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

BSED 506 Administration and Supervision of Business and Vocational Education 3 Credits

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

BSED 508 Organizing and Administering Cooperative Work Experience Programs 3 Credits

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

BSED 509 Principles and Strategies of Vocational and Cooperative Education 3 Credits

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

BSED 519 Directed Study and Research in Business Education 1-3 Credits

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

BSED 530 Emerging Instructional Strategies in Business Education 3 Credits

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

Communication-GR (COMM)

COMM 500 Communication Processes in Health 3 Credits

Interpersonal and nonverbal communication are the two areas of general communication studies that health communication draws from most heavily. These concepts affect relationships in healthcare, the ability to understand and process medical information, the efficacy of messages in relation to nonverbal indicators, and how bad news, another major concept in health communication, is received. This class will provide a comprehensive understanding of these concepts, how they are utilized in the field of health communication, and the ways in which the two areas intersect, all in the broader context of understanding health communication as a discipline.

COMM 501 Medical Concepts and Health Writing 3 Credits

Improving the way that health is communicated requires the ability to understand health information at the initial – and often complex – level. In particular, health communication aims to provide information to underserved populations, who may suffer from lack of education and poor health literacy. This class will provide students with a basic understanding of medical terminology and the ability to comprehend and explain scientific literature. Students will develop the skills needed to translate medical information for a wide range of audiences. Students will also be required to apply these concepts through the creation of multiple types of health writing assignments.

COMM 503 Corporate/Persuasive Discourse 3 Credits

Imparts advanced knowledge of crisis management, including theory, techniques and applications. Students will gain competency in a number of areas including: changing opinion and behavior, crisis management principles, strategies, tactics and communication methods. Students will work in teams to develop the knowledge and skills to manage the messages surrounding crisis-related issues found in organizations.

COMM 504 Strategic Business Writing 3 Credits

Provides students with the tools to think and write strategically. Students will gain competency in a number of areas including: identifying challenges and communicating to different workplace audiences; developing content for daily, routine and specific workplace requirements; focusing on strategic, outcomes-based writing; and cultivating interpersonal relationships for successful communication. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 505 Health Communication Theory 3 Credits

Health communication is driven by a set of principles that guide the conceptualization, design, and implementation of new health guidelines and interventions. The ultimate goal of health communication is to increase health and satisfaction by encouraging healthier behaviors, medical compliance, and more efficient communication of medical information. This class is designed to give an overview of the major fields of study in health communication through examination of the major theoretical perspectives therein. Topics include the different areas of study in which health communication theories are based, how theory is used to support the initial design of research studies and interventions, and the situations in which the use of more than one theoretical approach is warranted.

COMM 507 Bus Presentation Strategies 3 Credits

Develops the ability to create purposeful presentations with targeted messages relating to audience needs. Students will gain competency in a number of areas including: messaging, writing for the visual media, using current visual presentation tools, delivering an impactful presentation and taking advantage of social media channels. They will develop the knowledge and skills to influence and inspire internal and external constituencies, a key part of communication practitioners' jobs, especially those in managerial/senior staff roles.

COMM 525 Visual Communication 3 Credits

Develops understanding of the importance of visuals and using different ways to communicate effectively with visuals, which is an integral parts of any advanced communication and journalism curriculum. The goal of the course is to provide students with the practical knowledge and critical skills necessary to effectively use visuals as an important and inevitable component in the communication process. The course covers visual communication theories, perception of psychology, design and layout principles, typography, imagery in mass media and visuals in interactive media.

COMM 531 Legal/Ethical Iss for Prof Com 3 Credits

Provides students with the knowledge to understand and apply ethical guidelines and current laws and regulations relative to workplace communication, as well as the legal limits impacting professional communications. This knowledge is particularly important for those in or aspiring to managerial/senior staff roles.

COMM 545 Info Gathering & Analysis 3 Credits

Develops the knowledge and skills to use various research methods and analysis techniques to provide critical information for, and assist with, business decisions. It will cover developing research tools, gathering and verifying information, analyzing, and reporting results. These skills are particularly important for those in or aspiring to managerial/senior staff roles.

COMM 551 Cultural Conceptions of Health and Illness 3 Credits

Culture affects every relationship dynamic, the way nonverbal communication is interpreted, how audiences are selected for health campaigns, the ability and willingness to use technology, and the way bad news is broken to individuals and families. In health communication, culture comprises both the general conceptions of what culture is – the characteristics of a particular social, ethnic, or age group – as well as other factors. This class will examine the specific variables of culture in this setting, how the variables are both unique and interconnected, and the wide-reaching impact culture has in health. The first half of the course explores the variables that culture includes. The latter part of the course takes these variables and demonstrates the roles they play in real-world health communication settings.

COMM 552 Communication in a Multicultural Workplace 1.5 Credits

Instructs in the use of diversity and cultural communication principles and strategies to effectively manage a culturally diverse workforce. This course will help organizational leaders understand how gender, ethnic, religious, and other differences affect the workplace, and how to effectively harness those differences towards maintaining a workplace that promotes good employee relations, and ultimately, good productivity for the organization.

COMM 553 Communication in a Global Market 1.5 Credits

Examines communication between and among businesses in a global context. The course presents communication as an essential pivot around which revolve the social and institutional relationships within and among nations. Hence, exploring global communication structures and tendencies is an important means to understanding social, cultural, economic and political impositions on global business. The emerging role of technologies of communication, such as social media, will be a particular focus of this course.

COMM 554 Effective Group Communication 1.5 Credits

Encompasses the study of individual and group behavior in the workplace. Emphasis is placed on individual behavior and group dynamics, application of current group theories, effective group communication, and effective leadership/followership skills. A comprehensive review of these processes, as well as others, will allow students to examine their role in groups as well as teams.

COMM 555 Communication and Organizational Culture 1.5 Credits

Examines communication and culture in organized settings. Emphasis is placed on managing organizational culture, communication and the relationship between organizational performance and organizational culture. A review of research and analysis as it relates to organizations will allow students to apply what they have learned about organizational culture to real life situations.

COMM 556 Special Topics in Communication 3 Credits**COMM 557 Special Topics in Communication 3 Credits****COMM 558 Health Communication Campaigns 3 Credits**

Campaigns are the primary tool used in health communication to disseminate messages and effect change. Campaigns can provide information on a specific issue or to a specific community, encourage preventative health behaviors, demonstrate behaviors (such as performing self-skin exams for skin cancer or the proper way to follow medication instructions), put forward suggestions for a healthy lifestyle, raise awareness, or offer support. At times, multiple messages may be present in one campaign. This class will examine the different types of health campaigns and the impact a health communication campaign can have. Students will learn how to analyze a health campaign through its full cycle. The class will also serve as a foundation for the capstone class of the Master's in Health Communication program.

COMM 559 Communicating Crises in Health 3 Credits

In the health setting, multiple events can be considered a crisis: the outbreak of a disease, contamination of food, a natural disaster, and more. The response to a crisis can have a significant, long-lasting impact on the organization's reputation. The development of a crisis plan, which sets forth guidelines for an organization's response to a crisis and involves multiple steps, can be completed before any events occur and can significantly affect the way an organization handles a crisis. This class explores the types of crises that occur in health communication, the factors involved in a crisis, the development of a crisis plan, and the effects of a crisis on an organization.

COMM 560 Communication Issues for Leaders 3 Credits

Focuses on analysis of contemporary issues that highlight the necessity of effective communication for those in a leadership position. Through analysis and discussion of historical and current challenges faced by organizations, students will learn to recognize how effective leaders apply successful communication strategies. Case studies will also explore the effect that poor communication choices have had on organizations. Emphasis will be placed on discussion, research, and presentation.

COMM 563 Digital Media Communication 3 Credits

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

COMM 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 Rel Comm: Interpersl, Group, Intercultur 3 Credits

Introduces students to seminal and contemporary research in the area of relational communication. Broken down into three modules, the curriculum will be divided among the topics of Interpersonal Communication, Group Communication, and Intercultural Communication. In the first, emphasis will be placed upon theories of human communication, verbal and nonverbal communication, gender, and conflict. The second module will explore various elements of group communication, including leadership and followership, roles, status, power and problem solving and decision making. The third module will introduce students to the study of intercultural communication, with its focus on the relationship between culture and communication.

COMM 590 Independent Research and Study 3 Credits

Independent Research and Study allows students in good academic standing to investigate topics of interest under faculty supervision.

COMM 599 Capstone in Business Comm 3 Credits

Provides students with the opportunity to explore, research and discuss practical and theoretical topics in business communication. This capstone course gives students an opportunity to apply skills and knowledge they have learned throughout the Master of Arts in Business Communication curriculum. Under faculty supervision, students will complete a major project using a variety of research methods.

COMM 600 Capstone: Implementing a Health Communication Campaign 3 Credits

The ability to implement, evaluate, revise and successfully launch a campaign is a critical skill for all individuals who work in health communication. Campaigns are the primary tool used by health communicators to initiate change in a community, although their implementation will not always be a fluid, one-step process. This class will require students to select a local health campaign and evaluate the campaign from start to finish. Students will complete the Master's program in Health Communication with a complete proposal for a health communication campaign and the skills needed to analyze an existing campaign from beginning to end.

COMM 690 Research and Creative Expressi 1-4 Credits

Counseling (COUN)

COUN 500 Introduction to Counseling and Helping Professions 3 Credits

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, 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 501 Coaching Principles and Practices 3 Credits

The course covers core coaching competencies, including coaching screening and orientation, fundamental skills, assessment, approaches for organizations, and coaching ethics. The course meets all 30-hour educational requirements for certification as a Board Certified Coach (BCC) through the Center for Credentialing and Education and is required course for the 60-hour BCC educational requirements.

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.

Prerequisite(s): COUN 500, CNPY 502.

COUN 504 Vocational/Career Development in Educational Settings 3 Credits

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

COUN 505 Vocational/Career Development 3 Credits

Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career/life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits

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

COUN 510 Approaches to Family Counseling 3 Credits

Presents a basic understanding of major approaches of family counseling. Family counseling approaches covered include structural, systems, Ackerman, Satir, and analytical. These approaches are presented as related to major problem centered family concerns—child-rearing concerns, alcohol, drugs, child abuse, dysfunctional marriage, divorce, etc. Emphasizes self-awareness as related to family development.

Prerequisite(s): 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(s): 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.

Prerequisite(s): CNPY 502.

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.

COUN 555 Introduction to Play Therapy 3 Credits

Introduction to Play Therapy provides an overview of the fundamental principles of play therapy, including history, theories, skills, and applications. The course emphasizes developing the therapeutic relationship with children and utilizing play to facilitate children's self-expression, self-understanding, and personal growth. Observation of and supervised experiential activities in play therapy with children are an integral part of the course.

Prerequisite(s): CNPY 502 Theories of Counseling and Psychotherapy, COUN 550 Counseling Techniques Lab, EDPS 503 Human Growth and Development.

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(s): 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(s): To be taken semester prior to COUN 590.

COUN 582 Coaching Practicum 3 Credits

A 30-hour supervised experience in coaching with individuals, groups, or organizations. Includes seminar discussions, observations of recorded sessions, session analyses, and group supervision with the faculty supervisor. Provides the coach in training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of coaching services. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on coaching services as they address the needs of clients. This course is designed to fulfill the practice requirements for certification as a Board Certified Coach through the Center for Credentialing and Education.

Prerequisite(s): COUN 500 or COUN 501, CNPY 502, COUN 505, and permission of instructor.

COUN 585 Clinical Mental Health Counseling Practicum 3 Credits

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

Prerequisite(s): To be taken semester prior to COUN 590.

COUN 586 Practicum II 1 Credits

The continuation of Practicum, this 1-credit course is required for those students who were unable to complete the 100-fieldwork hours of Practicum in the fall or spring semester. Students will continue at their Practicum fieldwork site and will be responsible for completing the remainder of their 100-hours. A grade will not be granted in Practicum until the successful completion of Practicum II. The approval and cooperation of the intern's agency or school field supervisor for continuing placement must be obtained at the conclusion of the prior semester. Prior to enrollment, students must submit documentation of supervisor, director, and professor permission and a comprehensive plan for fieldwork- hour completion to the clinical coordinator.

Prerequisite(s): COUN 580 or CNSC 580 or COUN 581 or CNSC 581 or COUN 585 and all other required course work must be completed or in progress. Program director approval with professor of record approval is required.

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(s): 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(s): 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 593 Internship III 1 Credits

The continuation of Internship II, this 1-credit course is required for those students who were unable to complete the 300-fieldwork hours of Internship II in the fall or spring semester. Students will continue at their Internship II fieldwork site and will be responsible for completing the remainder of their 300-hours. A grade will not be granted in Internship II until the successful completion of Internship III. The approval and cooperation of the intern's agency or school field supervisor for continuing placement must be obtained at the conclusion of the prior semester. Prior to enrollment, students must submit documentation of supervisor permission and a comprehensive plan for fieldwork-hour completion to the clinical coordinator. Clinical coordinator approval is required.

Prerequisite(s): COUN 591 and all other required course work must be completed or in progress and permission of the clinical coordinator is required.

COUN 600 Independent Study and Research in Counseling Services 1-3 Credits

Students may take two independent studies. However, under special circumstances, such as students seeking certifications (e.g., Student Assistance Coordinator), students may be approved by their advisor to take up to six COUN 600 3-credit courses for a total of 18 credits.

COUN 660 Counseling Supervision: Issues, Concepts and Methods 3 Credits

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

Prerequisites: COUN 590.

COUN 690 Internship in Counseling Speciality I 3-6 Credits

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

Curriculum & Instruction (CURR)**CURR 501 Coaching Principles and Practices 3 Credits**

This course is an introduction to the profession of coaching for educators. It is designed to fulfill the educational requirements for certification as a Board Certified Coach through the Center for Credentialing and Education (CCE). The CCE competencies for certification provide the basis for course material.

CURR 504 Vocational/Career Development in Educational Settings 3 Credits

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design for educators who work in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 522 Teaching and Learning Measurement and Data 3 Credits

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

CURR 523 Teaching and Learning Mathematics in the High School 3 Credits

This course addresses issues central to teaching and learning mathematics in the high school; building learning communities, how students learn mathematics, use of worthwhile mathematical tasks, instructional modes, technology options, and assessment to inform instruction. Mathematical topics examined are number and quantity, algebra, trigonometry, geometry, and statistics and probability, and modeling. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

CURR 524 Teaching Mathematics in the Middle School 3 Credits

This course has been designed to guide both in-service and pre-service teachers towards growth in teaching mathematics in middle school classrooms, according to the best of current practices. It is accepted that teaching and learning is an ongoing process throughout our careers. Teaching math well requires: a) Deep understanding of the mathematics content, b) Understanding of how students develop mathematical ideas, and c) The ability to shape appropriate learning environments and tasks. Realistically, the process of teaching mathematics, how student learn it, and how to build appropriate learning environments in courses like this one is only the first step towards developing the content and pedagogical skills needed to teach in the 21st century. The objective is to help students construct ideas that take them in the right direction, providing models for the continued long-term learning they will develop with their own classrooms clearly in mind. According to the best of current practice, this involves learning through exploration, inquiry and discovery. As students communicate and then reflect on teaching situations, they will form what has been described as a community of practice, a prototype for how groups of educators join forces, over months and years, to strengthen both their understanding and school practice.

CURR 526 Place Value Instruction: Navigating the Decimal 3 Credits

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

CURR 527 Curricular and Instructional Design for Fraction Understanding 3 Credits

K-8 teachers examine the theory and practice of K-8 fraction instruction during a 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 multi-grade design process, teachers will examine new ideas about mathematics, children's mathematical thinking, and mathematics instruction. Participants can earn professional development hours or college credit.

CURR 531 Strategies for Curriculum Development, Design, Innovation and Change 3 Credits

This course 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, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

CURR 532 Strategies for Curriculum Change 3 Credits

This course will examine organizational skills and knowledge necessary to effect curriculum development and change, K-12. The course will address the socio-political context of curriculum change along with alternative strategies for initiating, implementing and sustaining standards-based curriculum improvements. Topics of study include strategic planning, problem-solving strategies, needs assessments, curriculum alignment, program evaluation, staff development and the organization of staff members for collaborative deliberation and decision making as essential means for promoting successful curriculum change at all levels of schooling. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

Prerequisite(s): 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(s): 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(s): CURR 531.

CURR 535 Theory and Practices of Bilingual Education 3 Credits

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

CURR 536 Special Studies in Curriculum, Instruction, and Supervision 3 Credits

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

CURR 538 Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners 3 Credits

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(s): CURR 531.

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.

Prerequisite(s): CURR 531 and CURR 538.

CURR 552 Creative, Ethical Teacher Leadership 3 Credits

In order to be effective, teacher leaders require in-depth understanding of the complex, threat-filled, 21st-century globalized environment that provides the context for their work. They must understand the problems, opportunities, and pressures generated by the current socioeconomic, political, and cultural system of the United States, which is characterized by dogmatism-saturated disputes over the purposes of education and the allocation of resources. In addition, they must appreciate the ways in which the larger forces of globalization influence these national trends and issues. Finally, they must understand the ways in which the principles of wise, ethical, intelligent, and creative leadership can help them and their colleagues in their efforts to maintain and strengthen student learning in these daunting conditions.

CURR 580 Action Research Tchg & Learn 3 Credits**CURR 585 Practicm Conductng Action Rsch 3 Credits****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(s): all course work including EDUC 500, permission of instructor.

CURR 600 Independent Study and Research 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.

CURR 630 Big Ideas Learn Phy Sci-Matter 1 Credits**CURR 631 Big Ideas Learn Phy Sci-Energy 1 Credits****CURR 632 Big Ideas Learn Phy Sci-Motion 1 Credits****CURR 633 Big Ideas Earth&Space-Tecton 1 Credits****CURR 634 Big Ideas Earth&Space-Climate 1 Credits****CURR 635 Big Ideas Earth&Space-Universe 1 Credits****CURR 636 Big Ideas Life Sci-Cell Behavr 1 Credits****CURR 637 Big Ideas Life Sci-Evolution 1 Credits****CURR 638 Big Ideas in Life Sci-Energy 1 Credits****CURR 640 Teaching and Learning Physical Science 3 Credits**

This course provides an in-depth study of content and pedagogy for understanding selected physical science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 641 Teaching and Learning Life Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 642 Teaching and Learning Earth and Space Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 643 Teaching and Learning Engineering and Design 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

CURR 644 Teaching and Learning Chemical Science 3 Credits

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be place on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

CURR 650 Understanding Gifted Learners 3 Credits

The course explores the ways in which the gifted and talented can differ from more typical learners in terms of their cognition, social-emotional dimensions, behavior, and long-term development. It focuses on theories of intelligence, differing conceptions of giftedness and talent development, and learning processes. Some specific topics include underachievement, perfectionism, dual exceptionality, gender issues, and underserved populations. The course also addresses the ways in which gifted education can evolve to fit the demands and opportunities embedded in complex, 21st-century socioeconomic, cultural, and technological contexts.

CURR 652 Differentiating Instruction for the Gifted and Talented 3 Credits

This course provides the rationale and practical strategies for effective instructional differentiation for the gifted and talented within and beyond the regular classroom. Participants will learn how to differentiate within subject areas by adjusting content, process, product, and learning environment to meet the needs of learners. They also will explore the nature and nuances of differentiation by ability, readiness, and interest, as well as the implications of instructional differentiation for formative and summative assessment. Throughout the course they will design and share examples of differentiation including tiered assignments, complex instruction, independent studies, graphic organizers, and learning contracts.

CURR 654 Innovative Instructional Strategies for Gifted Education 3 Credits

This hands-on, experiential course immerses participants in simulations and analyses of new and revised student-centered teaching models and strategies that are conducive to creative and critical thinking, advanced content mastery, and the invigoration of students' interests. Participants analyze the potential of each model/strategy while considering the ways in which it can apply to content learning in various subject areas/domains. The course also engages participants in studying the fundamental principles of program design in gifted education so they can make the best possible use of the instructional models and strategies.

CURR 656 Creative, Interdisciplinary Thinking 3 Credits

This course facilitates creative thinking through the exploration of important insights from a wide variety of disciplines in the social sciences, humanities, natural sciences, and education. The process of creative association enables participants to combine diverse, remotely associated constructs to create new products and processes. Applications of interdisciplinary thinking to curriculum and instruction are explored. These applications include novel methods for curriculum integration, discovery and development of children's interests, and instructional modifications for the gifted and talented. Exploration of concepts and processes in multiple academic domains and professional fields also provide appreciation for the domain-specific natures of giftedness and creativity.

CURR 660 Methods of STEM Education (Grades PK-5) 3 Credits

Engage your elementary students in hands on activities, investigations, data analysis and productive science talk using practices and resources shared in this course. Consider innovative lesson planning strategies for teaching, learning and assessing integrated STEM. Participants gain knowledge of STEM resources and meaningful activities to integrate science and math concepts in exciting contexts, like engineering, coding, and NASA exploration. Explore the synergies between Common Core State Standards and Next Generation Science Standards for a productive and exciting learning environment that prepares students for ongoing interest in STEM. Methods of STEM serves as a foundation for additional courses in the Endeavor program.

CURR 661 Methods of STEM Education (Grades 6 - 12) 3 Credits

Middle and high school students are capable of learning STEM content at a deep level of understanding when innovative classroom practices are put to use. Teachers learn to apply research-based practices and philosophies valued in National Generation Science Standards (NGSS)-based classrooms. They will gain resources for analyzing authentic data, planning student-centered lessons, considering cultural relevance in teaching, and developing meaningful assessments for STEM activities. Teachers will also identify how to integrate engineering design into the STEM classroom and learn how to properly represent the Nature of Science as students develop in their understanding and apply critical thinking to their real-world decisions. This foundations course is the basis for Endeavor's electives, where concepts are explored further.

CURR 662 Eyes on Earth: Teaching Earth Science from Space (PK-8) 3 Credits

This course will take participants through a journey about space exploration and specific NASA missions that examine components of earth. Participants will learn science content grounded in Earth's Lithosphere, Hydrosphere, Atmosphere, and Biosphere. By learning to use authentic data from NASA and other sources participants will experience an exploratory approach to learning about the Earth, and then bring these experiences to their own classrooms. Teachers will utilize several web-based tools and real-time data along with the three-dimensional learning in the Next Generation Science Standards to create lessons that can be used directly in the classroom.

CURR 663 Lessons from the Ocean: Science on the Water Planet (Grades 2-12) 3 Credits

Bring the ocean into your classroom by using Earth's waters as a context for standards-based STEM content. The ocean is critical to the functioning of the Earth system, and is an authentically integrated context for learning about topics such as density, weather and climate, heat transport, environmental issues, biogeochemical cycles, mathematics, and much more. Access a myriad of data sets to apply science concepts and make connections between the ocean and atmosphere, living and nonliving parameters, and life on land, as well as in the deep sea. Use the context of the ocean to teach Next Generation Science Standards topics with deep understanding and meaning for learners.

CURR 664 The Arts in STEM: Advancing Meaningful Integration (K-12) 3 Credits

Apply art in the context of exciting STEM concepts and learn to integrate art, science, math, technology, and engineering in more meaningful ways in your classroom. At the core of the STEM Education movement are critical thinking, creativity, problem solving, and authentic learning environments that engage diverse students in meaningful ways with content. The many mediums for art and artistic expression are a valuable component of communication and expression. Scientists and researchers at NASA and across the globe use myriad forms of art in their work. This course invites students to take a close look at the incorporation of art in the STEM classroom and provides resources, exemplars, and access to collaborative support for arts integration.

CURR 665 Climate Change with NSF SPRINTT 3 Credits

Award-winning curriculum and eloquent, online student investigations help students study science concepts emphasized in the Next Generation Science Standards, in the context of Earth's Polar Regions to better understand the complexity of Earth's climate and how it is changing. View the Earth using real scientific data from satellites and western researchers. Then, consider the lens of indigenous peoples of the Arctic. Examine tons of data and changes in ice, permafrost, weather patterns, biological change, and more as you conduct research with simple-to-use, web-based instructional tools, using authentic data sets and models to study our planet's past, present, and future climate. Interdisciplinary investigations address many Common Core State Standards in reading, writing, science, and technical subjects as well as mathematics in the context of climate science.

CURR 666 Exploring Mars: A New Twist on Science (or Math) 3 Credits

Use a wealth of data sets and technological tools to explore and understand features of Earth's neighbor, the Red Planet. Look for and study the physical and chemical evidence of water and ice; compare erosion patterns on Mars and Earth; and make inferences about the planet's history as you study both its geologic features, including volcanoes and craters, and the physics of the atmosphere. Teach Next Generation Science Standards topics in Earth, physical, and chemical science integrating mathematics, in the context of Mars using recent data from Curiosity Rover and other missions.

CURR 667 Physical Science in Motion: Classroom Applications 3 Credits

Physical science, when applied, makes tough-to-understand concepts easy and fun. Participants learn to solve problems relating to one-dimensional motion; become acquainted with and apply Newton's Laws of Motion and equilibrium of forces; learn about constant acceleration and gravitational acceleration; investigate concepts in aerodynamics; and learn about two-dimensional motion. Participants will use free, simple-to-use, software simulations from NASA Glenn Research Center, which help to present these concepts for you, and, then, your students, in the context of aeronautics, including airplane design, rocketry, sports, and more. A carefully developed resource page provides access to excellent resources and engaging activities for implementing course content in your classroom with important connections to Next Generation Science Standards and Common Core mathematics.

CURR 668 Coding, Robotics, and 1:1 Devices 3 Credits

Learn applications of Coding as a mathematics pedagogy, explore opportunities for Robotics, and learn cutting-edge implementation of One-to-One Devices (1:1) in K-12 classrooms. Participants learn about and explore best practices in the newest learning pedagogies and technologies. Whether you are already involved, or looking to integrate these cutting-edge tools and strategies for the classroom, you will begin to expand your reach for enhancing student learning. Scaffolded to allow success at all grade levels, Coding, Robotics, and 1:1 Devices offers resources for application into elementary, middle, and high school. Participants will interact with no-fee computer programming, robotics opportunities, and the latest uses of devices. All participants have the opportunity to work with innovative technologies and interact with talented educators, practitioners and special guests who are already making a difference in K-12 classrooms.

CURR 669 Culturally Relevant Pedagogy in the STEM Classroom 3 Credits

Classrooms comprise individual learners, each bringing their own culture and experiences to the learning environment. The value and strength of diversity has become increasingly described in educational literature. This course introduces teachers to the curriculum and pedagogical issues relevant to race, language, gender, and socio-economic differences. Participants apply content and pedagogy involving science and mathematics contexts for effective learning. STEM activities will integrate meaningful, engaging practices for teaching diverse learners. The course is differentiated for elementary and secondary school educators to provide relevant connections, to be directly applied, in each participant's classroom.

CURR 670 Life and Marine Science: Tracking Live Marine Animals 3 Credits

Follow marine animals (e.g., polar bears, sea turtles, sharks, and whales) in real-time, and apply life and Earth science topics to the ocean. Study topics such as ecosystems, biodiversity, cell structures, food webs, and conservation, as you make connections to ocean currents, seafloor features, density and more. Discover the importance of the ocean to humans, as well as our impacts, both positive and negative, on marine environments. The in-depth use of data lends itself to Next Generation Science Standards by integrating instructional technology with life, Earth and physical science.

CURR 671 Life in Space: NASA ISS and Astrobiology 3 Credits

The International Space Station (ISS) is an amazing undertaking comprising technology, engineering, science and math—the perfect context for exciting students for learning. NASA research leads to technological advances on Earth and in human space exploration. As NASA plans for manned missions to Mars, scientists explore our solar system and beyond for determining if and where life could exist. Extremophiles are fascinating for teaching Earth science in a context for astrobiology research. The course explores how space travel impacts the human body; growing food in space; engineering protection from radiation, and searching for habitable environments. With its application of subject matter, it offers excellent resources and interactions with NASA scientists, and data for educators to bring the exciting context of space travel to the classroom.

CURR 672 Math Connections to STEM Education 3 Credits

The course introduces a wealth of applied mathematics exercises and activities relevant to integrated STEM assets and science activities. Some are in the realm of topics seen in Earth and Space science and physics. Live presenters break down authentic examples and projects, and demonstrate to educators how problems incorporate Common Core State Standards-based mathematics with applications that meet Next Generation Science Standards performance expectations. Educators survey math and science examples and tools as the course promotes the use of applied mathematics in science, or science in mathematics, to meet content goals in the classroom.

CURR 673 NASA Astronomy and Space Science 3 Credits

Harness your students' enthusiasm for space and astronomy by using astronomical images to enrich your physical, Earth, and life science courses. Measure the speed of an asteroid, learn about erosion on Mars, and see the tracers of life that are visible from space. In this course, we explore the many ways in which real data from NASA's space science and astronomy missions can be used to teach math and science content in your classroom, meeting science and math standards in Next Generation Science Standards and Common Core State Standards. Through the use of cutting-edge technology tools, and with a NASA scientist visiting our class, you will not only learn more about the universe, you will learn how to bring the universe into your education context.

CURR 674 NASA Physics for Real Beginners: Earth, Moon, and Space 3 Credits

Gain an introduction to physics in this conceptual course that uses NASA's space initiatives as the context for content. Learn about gravitation between celestial bodies, how to get a satellite into orbit, what it takes to blast off into space, and more. This course will discuss these and related topics while exploring NASA content related to space and the Hubble Space Telescope and Kepler Missions. Bring cutting-edge examples to your classroom while addressing Next Generation Science Standards performance expectations.

CURR 675 Reading and Writing in the Science Classroom 3 Credits

Discuss and analyze the ways that literacy and science connect in the science classroom, and highlight how reading and writing can be used to increase students' understanding of science content. Focus on how to integrate important literacy skills from Common Core State Standards in your science and STEM classroom to address content standards from Next Generation Science Standards. Cutting-edge strategies and well-founded principles pave the way to success with non-fiction reading material. The manner in which information and scientific content is presented shapes student success, not just for reading, but student writing, organization, and presentation.

CURR 676 The E in STEM: Meaningful Content for Engineering 3 Credits

Learn how to use engineering to make your classroom come alive. Bridge and teach math and science concepts through exciting applications in the Engineering Design Process where you and your students design, test, and evaluate models and real-life applications. Activities are hands-on and emphasize the reciprocities between science, technology, engineering, and mathematics in formal design challenges. Educators enrich classroom curriculum with elements of design in science, mathematics, or technology activities, addressing important Next Generation Science Standards' engineering design practices.

CURR 677 WDLC - Weather Data Learning Center 3 Credits

Use weather data to teach and learn math. This course teaches content in a math curriculum that uses weather data. Weather Data Learning Center demonstrates increases in student performance in grade 4 mathematics. Collect, access, and interpret current real-time imagery, maps and data. Make connections from weather to learn Common Core-based mathematics using various STEM pedagogical strategies. Learn the basics of clouds, air masses, humidity, fronts, pressure, jet stream, and climatic patterns as you apply these ideas to math concepts such as measurement, fractions, number sense, data collection, and analysis.

CURR 678 Action Research in the STEM Classroom 3 Credits

A Capstone Course requirement "option", this course may be part of joint Master's Degree programs, or Endeavor's "5-course" certificate program earning Research Distinction and an award.

CURR 679 Practicum in STEM Leadership 3 Credits

Share your knowledge of STEM teaching and learning with colleagues in your building, district, or region.

CURR 680 STEM Leadership Seminar 3 Credits

The course contains STEM pedagogical content knowledge, incorporating authentic data and using technology as a tool for learning. The course provides a springboard for cultivating problem solving skills, inspiring student research projects, and integrating STEM methods and essential principles addressed in new standards.

CURR 700 Educational Foundations for Inclusive Practices 3 Credits

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes, and learning products for students with disabilities and strengths.

CURR 702 Early Literacy Development for Diverse Learners 3 Credits

This course addresses current strategies for teaching beginning learners' vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

CURR 705 Inclusive Methods for Teaching Social Studies 3 Credits

This course addresses the practical and theoretical aspects of teaching social studies to diverse adolescents in secondary schools. Using the NJ Student Learning Standards in Social Studies, candidates will prepare and design curriculum and assessment for students in various learning environments and with diverse learning needs. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying social studies curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 706 Inclusive Methods for Teaching Science 3 Credits

Classroom interaction analysis systems are used in the study of the instructional processes that support inquiry-based science learning. Candidates develop their own repertoires of teaching strategies, classroom management strategies, and awareness of career requirements in STEM fields. Emphases are on the investigation and interpretation of recent curriculum developments in NGSS and NJ Student Learning Standards in Science as well as the use of lab-based processes in science learning. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying science curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 707 Inclusive Methods for Teaching Mathematics 3 Credits

This course critically analyzes the aims of teaching mathematics in secondary schools. Research pertaining to mathematics teaching and learning is analyzed. Demonstration lessons including reflective teaching and individual and group processing are created and carried out to clarify teaching, mathematics curriculum planning using NJ Student Learning Standards in Mathematics, the organization of materials and subject matter, assessment processes classroom management strategies, and awareness of career requirements in STEM fields. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying mathematics curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits

This course introduces candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. In alignment with NAEYC and NCTM and NJ Student Learning standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. Students also explore positive models of classroom management and environment design to support diverse learning needs. The course provides candidates with the pedagogical proficiency necessary for the development of the mathematical dimensions of their students' career readiness skills. Field experiences consist of classroom observations with instructional analysis and assessment of children's mathematical thinking.

CURR 711 Pedagogy and Methodology in Dance 3 Credits

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work. Crosslisting the existing methods course in Dance for beginning teachers offered at the undergraduate level (DAN 450).

CURR 715 Inclusive Elementary Science, Arts, & Social Studies Teaching 3 Credits

This course provides aspiring elementary school teachers with a variety of developmentally appropriate options for designing, implementing, and evaluating curriculum and instruction in science, social studies, and the arts. Using NJ Student Learning Standards, emphasis is placed on inclusive practices and differentiation of instruction (e.g., modifying curriculum planning, learning environments, and instructional materials, content, processes, and products), curriculum integration, thematic unit and lesson planning, various teaching strategies, hands-on learning experiences, inquiry learning, career readiness skills, higher-order thinking, reflective practice, and various assessment strategies. Other facets of teaching also are addressed or reviewed in the course. These include the characteristics and needs of students with disabilities motivation, classroom management, and becoming a team member of a school faculty. Candidates also refine their pedagogical knowledge and skills by participating in the modification of instruction to meet the needs of diverse learners in nearby school settings.

CURR 720 Inclusive Curriculum Design & Instruction in Secondary Schools 3 Credits

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students in middle and high schools—secondary classrooms. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse adolescent students actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

Prerequisite(s): CURR 703.

CURR 770 Clinical Experience and Seminar in Teaching 9 Credits

This course, designed for those seeking initial certification, requires full-time supervised daily participation in a school setting with diverse students including students with disabilities. The candidate gradually assumes a full load of teaching responsibility. These experiences test and strengthen the translation of educational theory and research into meaningful practice. An on-campus or site-based seminar accompanies the clinical experience. Seminars emphasize reflective development toward professionalism through sharing and analyses of experiences, and in-depth reports on teaching learners with disabilities and instructional modifications employed to meet their needs. Additional analyses of student learning and reflective assignments require candidates to connect their clinical experiences with content knowledge and pedagogical knowledge from prior course work. The clinical experience is augmented with a series of additional seminars, which include the following: introductory/orientation seminars prior to the beginning of the semester; strategies for designing inclusive education practices and positive behavioral supports, assistive technology for diverse learners, transition planning, and agencies available for students with disabilities; classroom management strategies; awareness of methods for strengthening student achievement and career readiness, panel sessions with veteran teachers who graduated from this program; panel sessions with principals and superintendents who provide advice about long-term professional development; interviews with special education teachers who provide advice about meeting the needs of students with disabilities; and wrap-up reflective sessions at the conclusion of the semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

CURR 771 Supervised Clinical Experience in Teaching 9 Credits

The Supervised Clinical Experience in Teaching is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates may apply to the program for Supervised Clinical Experience in Teaching by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and under university supervision for a semester.

Prerequisite(s): CURR 704, CURR 705, CURR 706, CURR 707, CURR 715 and (BSED 530 or ECED 550) or Permission of instructor.

Counseling Psychology (CNPY)

CNPY 502 Theories of Counseling and Helping Professions 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(s): COUN 500 or as corequisite.

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(s): CNPY514 or permission of instructor.

CNPY 518 Counseling Children, Adolescents and Families 3 Credits

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

Early Childhood Ed-GR (ECED)

ECED 507 Emergent Literacy 3 Credits

Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-phonetic, syntactic, semantic, and pragmatic. Explores the components of these processes including concepts of print, knowledge of the alphabet, phonological awareness, language play, literary genres, spelling development, vocabulary development, and word recognition.

ECED 532 Families, Community, and Diversity in Early Childhood Education 3 Credits

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

ECED 550 Development Methods and Assessment in Early Childhood Education 3 Credits

The focus of this course is developmentally appropriate and culturally responsive curriculum and teaching P-3 settings as delineated in the guidelines of the National Association for the Education of Young Children. Students will learn how to make curriculum and teaching decisions based on knowledge of child development, content area, curriculum content standards, and home and community cultures. In order to meet the ever-changing needs, interests, and growing strengths of individual children, careful observation and assessment provides teachers with information on which to base adjustments of teaching plans. This course will provide opportunities to deepen understanding of child development; gain an appreciation for the professional responsibility of ongoing assessment of children; and, develop the necessary skills to gather, record, and interpret information in a deliberate and reflective manner. Required: 6 hours per week field placement in a Preschool classroom. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206.

Educational Leadership (EDLD)

EDLD 800 Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning 3 Credits

This course will challenge students to embrace a system view of leadership and organizational change at the organizational level. Students will compare, contrast and critique theories and models of organizational learning, knowledge creation, and organizational capacity building and apply them to their own organizational settings. The course will focus on three leadership standards: instructional leadership, operational and managerial leadership, and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to lead, initiate and sustain change in organizations. It investigates process and content issues of team building, interpersonal and group relations, and effective problem solving and decision making skills in collaborative environments. The course emphasizes the moral, ethical and social responsibilities of organizational leaders, as well as the application of principles to organizational leadership behavior and decision-making. Students will also investigate current research trends regarding ethical issues in education and other organizational contexts.

Prerequisite(s): Master's Degree.

EDLD 801 Action Research: Principles and Methods 3 Credits

This course provides an introduction to action research, with emphasis on its application in educational settings. The course covers definitions and purposes of action research. Students will explore theoretical, methodological, and ethical issues pertinent to action research. During the course, students will engage in an action research project in an educational setting.

Prerequisite(s): Master's Degree.

EDLD 802 Educational Change, Systemic Reform, Exercising the Politics of Change 3 Credits

This course will provide students with the skills necessary to achieve educational reform and improvement while navigating the political environment within educational institutions. Through this course, students will analyze various theories and how these ideas apply to education, organizations, change, and leadership.

Prerequisite(s): Master's Degree.

EDLD 803 Instructional Leadership and Educational Reform 3 Credits

Through this course, students will examine contemporary educational practices and their relationship to leadership theories, models, and strategies. Participants will investigate research based instructional practices and develop the skills necessary to identify issues within organizations in suburban and urban settings. The course will provide students with a deep knowledge of the educational challenges faced by educational leaders in today's society. The focus will be on learning a successful organization through the implementation of research based strategies.

Prerequisite(s): Master's Degree.

EDLD 804 Community Building and Sustaining Community Partnerships 3 Credits

Drawing on philosophies/theories, processes, and practices that build and sustain effective school-community partnerships, this course addresses the identification and utilization of community resources and the development of effective intra- and inter-organizational strategies, community linkages, and collaborative efforts necessary to provide for the holistic needs of students and families. Special attention is focused on the role of school leaders in planning and implementing community-wide and building level communications and involvement networks, through the development of practical action learning sets and tools. Building Commitment: How do leaders build and use public awareness and commitment to support their schools?

Prerequisite(s): Master's Degree.

EDLD 805 Valuing Diversity/Equity: Developing and Fostering a Community of Learners 3 Credits

The focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; excellence with equity goals; design more effective policies and practices to improve the quality of teaching; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values. The course explores theories, evidence, designs, methods, and mechanisms associated raising achievement and closing gaps.

Prerequisite(s): Master's Degree.

EDLD 806 Research Proposal Development 3 Credits

This course builds on the action research course to more clearly define the rationale and procedures of educational and social science research. The course is designed for our first-year doctoral students. Topics will include the nature and purpose of research, planning and conducting research, critiquing and evaluation research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Students will build on prior project ideas, concepts, and research practice to more fully develop into their Dissertation of Practice topic. This course has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research topic for the Dissertation of Practice.

Prerequisite: Master's Degree.

EDLD 807 Law and Policy 3 Credits

This course explores legal, ethical and politics issues governing PreK-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. The course will explore evolving legal standards on a variety of issues. The course will draw on real cases and legal/policy dilemmas that practitioners face, and focus on preventive law - providing current and future school learners with knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

Prerequisite: Master's Degree.

EDLD 808 Generating, Using, and Assessing Data Accountability and Student Assessment 3 Credits

This course will develop the skills necessary for educational leaders to identify and define problems, implement data collection methods, and analyze, interpret, and report data across multiple levels from the individual student to the larger system. Students will gain the knowledge and skills to use data in decision making within a problem solving framework that enables evaluation of instructional programs and practices. Within this course, students will engage in activities designed to enhance skills in data-based decision making, including: large and small group discussion; review of the extant literature base; review and use of different technologies and statistical methods for data collection and analyses; case studies and simulated data analyses; and application of skills in real world settings. Attainment of these skills will prepare the student for the dissertation process to serve as an instructional leader in the field. The course references and aligns with state adopted core curriculum content standards and professional development standards, the Standards for Schools Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

Prerequisite: Master's Degree.

EDLD 809 Finance, Fundraising and Fiscal Management 3 Credits

Financial and managerial leadership of a school building or district is a primary factor in the success or failure of school instructional programs. This course provides an opportunity for public and private school practicing and prospective administrators to gain an understanding of their role in these critical areas. Providing the resources to fund academics/instruction/athletics, facilities and capital projects is a focus of this course. A comprehensive understanding of the financial implications of systemic reform, centralized goal setting, accountability standards, and decentralized forms of site-based management, school choice, and charter schools will be a focus of study. This course will also provide a comprehensive overview of fund raising. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. Various fund raising vehicles are surveyed and participants learn to apply fund raising strategies that are appropriate to their organizational setting.

Prerequisite: Master's Degree.

EDLD 810 Curriculum Leadership: Transforming Teachers/Developing Teacher Talent 3 Credits

This course will focus on the complex nature of teaching and learning and provide participants with the skills necessary to guide instructional practice. Adult learning theory will be examined as will curriculum theories, instructional practices, professional development, and human capital.

Prerequisite: Master's Degree.

EDLD 811 Innovation and the Use of Educational Technology 3 Credits

This course addresses the intersection of organizational change and educational technology. Students will develop a philosophy of educational technology and explore related issues in policy, diversity, ethics, and evaluation. The course also covers research and theory on organizational change and processes for developing a culture of innovation. Students will apply theories of organizational change to the implementation and use of technology in educational contexts.

Prerequisite: Master's Degree.

EDLD 812 Leading Programs for Diverse Learners and At Risk Students 3 Credits

This course examines some of the best practices for supporting diverse learners and at-risk students and some of the reasons behind the intrinsic and bureaucratic/policy barriers that may hinder their success. Schools are faced with an increasing number of diverse learners and at-risk students who require additional academic, social and/or medical supports for them to achieve success. This course will examine the root causes that may hinder student success and some of the programs and approaches that have proved successful in meeting their needs.

Prerequisite: Master's Degree.

EDLD 813 Dissertation of Practice I/Research Proposal Development Defense 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research.

Prerequisite: Master's Degree.

EDLD 814 Dissertation of Practice II 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice I.

Prerequisite(s): Master's Degree.

EDLD 815 Dissertation of Practice III 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice II.

Prerequisite(s): Master's Degree.

EDLD 816 Dissertation of Practice IV 3 Credits

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice III.

Prerequisite(s): Master Degree.

Education 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 Adm. 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. 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. Topics studied include: organization and management of the district business office; development of strategic planning models; traditional and program oriented budgets; and, application of technology to instruction and management of school and district fiscal operations. Importance of "generally accepted accounting procedures" in district operations is emphasized. Other topics 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 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 Mgt 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/Practicum in Teacher Leadership and Supervision 3 Credits

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

Prerequisite(s): 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(s): EDAD 505.

EDAD 512 School Facility Planning and Development 3 Credits

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

EDAD 513 Human Resources in Education 3 Credits

This course will develop the practical and theoretical knowledge of the human resources function in the educational setting. Emphasis will be placed on understanding and utilizing human resources functions and processes to identify needs and address issues in both instructional and non-instructional positions. The student will gain an understanding of the inter-relationship that exists between organizational climate, strategic planning, and the established policies and regulations of the human resources function. Students will develop a comprehensive understanding of the importance of recruitment, selection, mentoring and evaluation of faculty and support staff. Emphasis will be to continuously identify issues that are legal requirements in human resources administration or required by federal or state regulations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

Prerequisite(s): EDAD 505 and EDAD 511.

EDAD 514 School Finance and Fiscal Management 3 Credits

This course will examine the principles and court decisions involved in shaping the legal framework of school finance. Students will examine the historical spending patterns of a school district budget and develop new budget proposals using "generally accepted accounting procedures" and the appropriate state budgeting codes. Students will study school budgeting procedures as a tool for program and school improvement. The class will examine the financial implications associated with site-based management models and whole school reform. Legislation pertaining to the financing of short and long term debt will be examined. Students will use technology to gather data; identify non-tax based resources; create presentations for specific audiences; and, work with models of data driven indicators to examine issues of equity, efficiencies and resource deployment. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

Prerequisite(s): 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.

Prerequisite(s): EDAD 501 and EDAD 514.

EDAD 591 Seminar/Practicum in Education 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(s): 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 Technology (TEC)

Courses and Descriptions

TEC 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. Research in this area will be examined and applied to instructional support and design.

Prerequisite(s): SPED 512.

Education-GR (EDUC)

EDUC 500 Introduction To Research 3 Credits

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.

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.

Prerequisite(s): 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.

EDUC 515 Issues in American Schools and Society 3 Credits

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

EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

EDUC 521 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as READ 517. Students cannot get credit for both READ 517 and EDUC 521.

EDUC 525 The Higher Education Organization 3 Credits

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

EDUC 531 Introduction to Collective Bargaining and Labor Relations 3 Credits

This course assumes that students do not have prior knowledge of legal terminology or concepts. It will provide students with a foundation in the fundamentals of collective bargaining and union-management relationships within the unique environment of the college campus. American labor law is the prevailing system of laws that govern universities and colleges, however, students will explore how these general "rules of the game" apply to higher education institutions. The course will challenge participants to consider how general rules and principles of collective bargaining and labor relations shape, and are shaped by fundamental aspects of the higher-education "workplace" including academic freedom, faculty workloads, tenure and shared governance. These unique factors have the potential to influence expectations concerning productivity, termination and the traditionally sharp distinction between labor and management found in other industries.

EDUC 535 Legal and Ethical Issues in Higher Education 3 Credits

This course discusses the fundamentals of American law that directly and indirectly 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 Leading Operations, Change and Assessment in Higher Education 3 Credits

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.

EDUC 550 Selected Topics in Higher Education 3 Credits

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

EDUC 551 Selected Topics in Higher Education 3 Credits

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

EDUC 552 Selected Topics in Higher Education 3 Credits

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

EDUC 553 Selected Topics in Higher Education 3 Credits

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

EDUC 554 Selected Topics in Higher Education 3 Credits

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

EDUC 555 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 556 Selected Topics in Higher Education 3 Credits

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

EDUC 557 Selected Topics in Higher Education 3 Credits

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

EDUC 558 Selected Topics in Higher Education 3 Credits

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

EDUC 559 Selected Topics in Higher Education 3 Credits

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

EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits

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

Education 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/Literacy Education 3 Credits

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

EDPS 507 Advanced Educational Psychology 3 Credits

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

EDPS 508 Cognitive Processes and Learning 3 Credits

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

EDPS 509 Assessment and Intervention III: Psychoeducational Assessment and Report Writing 3 Credits

Building upon EDPS 514 and EDPS 515, this course furnishes students with the clinical, practical, and theoretical sophistication to understand the assessment process for learning, cognitive, and academic concerns. Students are expected to master a wide range of concepts and skills to successfully complete this course, including administering, scoring, and interpreting tests of cognitive abilities, academic achievement, emotional-behavioral status, and adaptive behavior. Students also are required to synthesize data from multiple methods of assessment and sources to produce written psychological reports that inform intervention practice.

Prerequisite(s): EDPS 513.

EDPS 510 Assessment & Intervention IV: 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(s): 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 3 Credits

This course covers the use of assessment instruments in counseling practice. 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. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits

This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.

Prerequisite(s): EDPS 520, EDUC 500.

EDPS 535 Biological Basis of Behavior 3 Credits

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

EDPS 538 Developmental Child Psychopathology 3 Credits

The course will furnish students with a comprehensive account of the characteristics, correlates, causes, contexts, and outcomes of psychopathology in children. It serves to augment students' understanding of specific conditions in childhood and adolescence including autism spectrum disorders, attention-deficit/hyperactivity disorder, mental retardation, childhood anxiety/depression, enuresis/encopresis, learning disabilities, communication disorders including selective mutism, and emotional/behavioral disorders. The diagnostic nosologies of the DSM and IDEA will be referenced and thoroughly discussed. A special emphasis upon a developmental-systems framework for understanding child psychopathology will be presented wherein the importance of context and the influence of multiple, interacting events and processes in shaping adaptive and maladaptive development will be investigated.

EDPS 570 Advanced Interventions for Children, Adolescents and Families 3 Credits

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

Prerequisite(s): EDPS 513.

EDPS 581 Practicum in Psychoeducational Assessment and Report Writing 1 Credits

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(s): EDPS 513.

EDPS 582 Practicum in the Assessment of Behavioral and Social-Emotional Needs 1 Credits

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(s): EDPS 513.

EDPS 583 Practicum in Consultation in School and Agency Settings 1 Credits

This practicum experience provides supervised practice in the study, implementation, and evaluation of a problem-solving model to provide consultation across school and agency settings. Students will be expected to successfully initiate and lead the 4-step consultation process resulting in a databased intervention. The consultation will be documented in a formal report.

Prerequisite(s): EDPS 513.

EDPS 584 Practicum in Curriculum-Based Measures 1 Credits

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.

Prerequisite(s): 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.

Prerequisite(s): EDPS 581, EDPS 582, and EDPS 583.

EDPS 591 Internship in School Psych 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(s): EDPS 590.

EDPS 600 Independent Research and Study in School Psychology 1-3 Credits

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

Education Sociology (EDSO)

EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits

The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

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.

Executive MBA (EMBA)**EMBA 9001 Top Management Perspective 3 Credits**

This team-taught course will serve as the initial course of the EMBA program. The course will take place over three weekends. Top managers will also attend and provide their perspectives to students and faculty in attendance. This course will explore the “art” of case study analysis. Students will focus on identifying, analyzing, and resolving issues from a top management perspective. This course will consider various issues confronted by top managers and heavily emphasizes contemporary cases that illustrate a wide range of management issues. By having the course team-taught by a faculty member and an Executive-in-Residence, both the academic and applied aspects of business will be represented in the classroom. This sets the tone for the approach and philosophy of the entire program - a blending of business theory with real world application. Another of the course’s purposes is to allow the students to get to know one another, become acquainted with the faculty who will be teaching in the program, and receive an overview of the material that will be covered.

EMBA 9220 Financial Accounting 3 Credits

This course provides a managerially-oriented focus on the aspects of financial accounting most relevant to business decision makers. Students will develop the ability to read, analyze, and interpret financial information for decisions regarding operating, investing, and financing activities as well as serving as a foundation for more advanced analysis in areas such as credit and equity decisions.

EMBA 9230 Economics Principles 1.5 Credits

This course focuses on how markets work in different settings (structures). The course begins by establishing basic relationships between consumer behavior and demand, and production costs and supply. The remainder of the course focuses on profit-maximizing strategies in different market structures (perfect competition, monopoly, and imperfect competition). Also, this course provides an introduction to the basic economic concepts to prepare students for EMBA 9231, Economic Analysis and Decision Making.

EMBA 9231 Economic Analysis and Decision Making 3 Credits

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

EMBA 9240 Corporate Finance 3 Credits

This course introduces modern corporate finance principles that today’s managers should know. Its purpose is to give students a thorough introduction to the theory and practice of financial management. The course reviews the principles executives need to acquire to manage for value creation. Topics covered include valuation of securities, capital budgeting, cost of capital, capital structure, and value-creating decisions in a global environment.

EMBA 9250 Statistical Analysis for Bus 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/Product 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/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 Corp Governance Legal Ethical Issues 3 Credits

This team-taught course provides an overview of corporate governance. The governance structure specifies the distribution of rights and responsibilities among different participants in the corporation, such as the board of directors, managers, shareholders, and other stakeholders. In this course, students will discuss the importance of corporate governance and the roles of various stakeholders in the governance structure. Conflicts of interest that arise between the stakeholders and approaches to mitigate those conflicts will be a central focus of the course. Because corporate governance plays an integral role in creating a culture in which ethical behavior is the norm, this course will also focus on identifying, analyzing, and resolving ethical dilemmas in business. The course will consider ethical issues confronted by managers and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues.

EMBA 9302 Corporate Performance Evaluation 3 Credits

This team-taught course emphasizes to executives that shareholder value creation should be an enduring focus of concern because value is the foundation of survival and prosperity for the enterprise. The course introduces multiple perspectives in evaluating the performance of the firm. Among them are management control systems, financial statement analysis, cash flow analysis, and the balanced score card (BSC) including Economic Value Added. The nature of these approaches to evaluation draws from the disciplines of accounting and finance. Structuring the course as a team-taught course in which instructors from both of these disciplines will be present helps to ensure that students will receive a comprehensive and integrated understanding of the course topics. Students will experience using real-world cases in evaluation.

EMBA 9303 Intl Bus Seminar W/ Travel Exp 3 Credits

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

EMBA 9309 Special Topics 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9310 Information Technology and Management 3 Credits

This course enables current and future senior executives to gain a strategic perspective of information technology resources within the organization. The focus is on opportunities and challenges associated with managing technological resources as well as how the effective management of information technology can improve competitive positioning and operational performance. Course format will be a combination of lectures, guest speakers, case studies, and hands-on exercises. Experiential learning opportunities will allow students to work with real-world case studies using relevant technologies.

EMBA 9362 Product Development and Commercialization 3 Credits

The purpose of this course is to provide an in-depth overview of the Product Development and Commercialization (PD&C) process. This will be done through the analysis of cases that describe actual PD&C as well as innovation problems faced by a variety of organizations (e.g. consumer, health care service). Topics covered include innovation funding, opportunity analysis, common PD&C challenges and issues, and the interface among various disciplines to achieve best-in-class PD&C strategies.

EMBA 9880 Strategic Management: a Capstone Course 3 Credits

The capstone course focuses on the elements required to make effective strategic decisions in organizations with reference to the impact these decisions have on all stakeholders. The purpose of this course is to provide students with an understanding of the strategy process through an analysis of how a firm develops a mission, vision, and establishes a sense of purpose while simultaneously monitoring the external environment for emerging opportunities and threats. Topics focus on real-world cases, the evolution of strategic management processes, and strategies for a global world.

EMBA 9900 Leadership Edge 0 Credits

This course is structured as pass/fail. It provides students at, or aspiring to, executive positions within their organization's career, leadership and management development with a real-time, practical approach to leadership. This differentiator and developmental component is referred to as "The Leadership Edge." Students will reflect on self-assessments completed as part of the program. They are then able to leverage the Leadership Edge experience by pursuing different methods of developing career, leadership, and management competencies to fill identified gaps. Opportunities for development are met through group sessions and student participation in individual (private) coaching or group seminars to discuss personal career and organizational situations. The choice of which avenue is taken (individual or group) is made on an integrated group basis.

EMBA 9906 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9907 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9908 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

EMBA 9909 Special Topics in Bus Adm 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Homeland Security (HLSP)

HLSP 501 Homeland Security 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

HLSP 502 Development and Structure of the US Intelligence Community 3 Credits

The course is designed to help students increase their knowledge and understanding of homeland security policy. The course will consider why and how homeland security problems impact the public agenda, why some solutions are adopted and others rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

HLSP 504 Political Behavior of Security and Conflict 3 Credits

The course focuses on various analytical approaches in behavioral political science in order to better understand how individuals interact with the political system. It does so by advancing students' knowledge of the cognitive aspects of whether citizens engage in various types of political behavior during periods of crisis and uncertainty. The course empowers students to conduct advanced research in order to test some of the leading theories of the subfield.

HLSP 505 Civil Liberties and National Security 3 Credits

During times of crisis, can our government maintain individual liberty? This course provides an in-depth exploration of the tension between the role of the state in balancing civil liberties with national security. In this context, the course provides a specific focus on freedom of speech, press and assembly, freedom of religion, the right to privacy and the courts' role, or lack thereof, in the War on Terror.

HLSP 506 US Constitutional Law and National Security 3 Credits

This graduate seminar examines the origin and development of the American constitutional system and constitutional law. It further examines this system within the context of national security. Primary emphasis is on the US Supreme Court, which includes its developmental as an institution, the origins of judicial review and the court's establishment of this process, as well as the decision-making process by Justices of the court. The course will then examine the interplay between the court and its political environment and the impact the court has had upon the functioning of the political system by considering the Marshall Court (1801-1835), the Hughes Court (1930-1941) and the Warren Court (1953-1969). We will conclude with a consideration of the role of the court in balancing the rights and freedoms of a democratic society within the demands of the national security state.

HLSP 508 Political Communication, Terrorism, and Security 3 Credits

This course explores how political communication affects terrorism and security. It is well known that media plays an important role in creating the narrative for understanding terrorism and national security issues. The question is whether that narrative tends to help protect that nation, or whether it actually interferes with that goal. In addition, social media has become a means by which terrorist groups recruit outside volunteers, while blogs and websites are often used to incite incidents in various countries. This course deals with the various ways in which political communication can support, or interfere with, the protection of national security.

HLSP 510 Terrorism 3 Credits

Politics is the study of power and its application, and hence the study of violence has always played a central role in the discipline. In the era of mass politics, violent political participation has been accentuated as evidenced by the prevalence of both domestic and international terrorism. The practice of terrorism itself has undergone changes in the new era and the appearance of groups and "lone wolves" bent on sowing death and destruction for its own sake is more common place. Moreover, the statelessness of today's terrorists removes crucial restraints that once held even extreme terrorists in check. Perhaps more than any other organization, ISIS embodies these trends. It is therefore incumbent upon us to take a step away from the spectacular nature of the news, and ask fundamental questions concerning the motivations, modes of operation, and circumstances contributing to the appearance of terrorist movements, and the roles of the leaders as against the "foot soldiers" in such organizations. Special attention is laid on the emotional fervor of those engaged in the activity, the ideology that mobilizes them and rationalizes their behavior, within each case's historical settings.

HLSP 514 Congress and National Security 3 Credits

The purpose of this course is for students to identify, examine, analyze, and interpret the role of Congress in shaping national security policy with a particular emphasis on the institution's role in the Global War on Terror. In addition to an in-depth analysis of the US Congress, we also look comparatively at how legislatures in other nations have dealt with crafting their own security policies. The course will address the following questions: First, what is the role of Congress in national security policy, what does it do, and why? Second, what are the various ways of studying the relationship between the legislative and executive branches of government in the US system as it relates to the Global War on Terror?

HLSP 515 Counterterrorism 3 Credits

One of the aims of analyzing the nature of terrorism, its goals, and the underlying deeper motives of those who partake in it, is to thwart as many terrorist efforts as possible and to bring terrorist campaigns to an end. Thus, the questions of how terrorism begins and how terrorism ends are intimately related. Because of the prevalence of terrorism in the national and international arenas and the spectacular nature of terrorist undertakings, the analysis of these questions is the subject of much media attention and public discussion that tends to obscure and politicize what should be a focus of attention of citizens, policy makers, and students of the social sciences alike. This course seeks to point out concrete measures for counterterrorism – of the type that sometimes is under public discussion – but in a more systematic manner that brings together methods of heuristic thinking in political science and adjacent disciplines, historical and comparative experience, and the literature on counter terrorism to analyze the range of possible strategies that could be adopted and the possible manner in which terror campaigns may be brought.

HLSP 516 The Presidency and National Security 3 Credits

This course is designed as an upper level graduate combination lecture and discussion section on the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School, English School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

HLSP 520 Defense Policy and Analysis 3 Credits

The course begins with an overview of the structure of US defense policy and administration and explores issues associated with national defense. Throughout the course students become familiar with basic data, institutions, actors, trends, issues and options in the strategic implementation of defense and force. The primary focus of the course is on the Department of Defense (DoD) as well as on key committees and actors within the White House, State Department, Central Intelligence Administration and Congress.

HLSP 527 Policy Analysis and Evaluation 3 Credits

Policy Analysis and Evaluation fully addresses this problem by providing students with an in-depth study of public policy. It does so by linking theory with practice in helping students think systematically about public policy. The course addresses the policy process through leading theoretical models within the subfield as well as an evaluation of government's response, or lack thereof, of contemporary policy problems. Our focus will be three areas of policy analysis: 1) descriptive 2) evaluative and 3) prescriptive. As part of our focus, we will address policy design, implementation, evaluation and failure. Overall, students will develop skills required to define and critically examine policy problems, articulate relevant decision-making criteria and assess alternative policy options.

HLSP 529 Energy Security 3 Credits

Energy Security explores the role of energy in shaping global politics, natural resource management practices and volatility in economic markets. The course begins with an overview of energy security and explores issues associated with energy production, national security, energy consumption, and environmental conservation. Throughout the course students will become familiar with basic data, trends, issues and options in the exploration and production of renewable and non-renewable energy sources.

HLSP 530 Data Analysis and Methods for Political Science 3 Credits

This course introduces students to quantitative and qualitative methods used by political scientists and security specialists in the study of social and political phenomena. Students will learn the logical structure of political analysis, and the quantitative measures used to supplement and support these logical structures. Overall the course draws on the fundamentals of statistics: Namely the ability to describe data samples and draw inferences about the populations from which they were drawn. It should also improve one's ability to read data, interpret data, and judge others' claims about data. After students learn these skills, they will apply them to a prepared data set. The emphasis of this course is on "hands-on" experience. Students approaching this subject for the first time will "learn by doing" this type of analysis.

HLSP 545 Loyalty and the State of Exception 3 Credits

The course enquires into cases ranging across Europe, the US, in which liberal democratic governments, under stress because of subversion, sabotage, invasion, rebellion, or the effects of economically caused chaos, have suspended, if not dissolved, constitutionally guaranteed civil liberties. Under emergency situations, organs of national security are energized; organs of opinion and electronic media including internet newsgathering, opinion expression and formation, may be censored; citizens may be enlisted to report to and inform on their neighbors. Regimes of exception may severely curtail academic freedom and university life; they may regulate voluntary associations by means of secret or not so secret surveillance of meetings, and a demand for lists of members and financial contributors. States of exception may deploy methods of coercion usually proscribed in "normal" times, e.g., suspension of habeas corpus rules; extended if not indeterminate periods of detention of suspects; and techniques of "enhanced interrogation" that may violate constitutional and international law. Using a number of case studies, the course inquires into the conditions under which liberal democracies transform themselves into states of exceptions; the effects of such transformations on individual and civic life; and the procedures by which states no longer under stress return to liberal democratic procedures and recovery of civil liberties.

HLSP 550 American National Security 3 Credits

The course is part of the foundational sequence of the M.A. in Homeland Security Policy. The course trains students to think strategically and critically about major issues facing American National Security.

HLSP 551 Global Security 3 Credits

This seminar critically addresses the foundations of international security. It will examine the concept of security from both the macro and micro level. We will discuss a mix of security strategies (balance of power, alliances, rearmament, collective security, deterrence), theoretical perspectives on security (Neorealism, Neoliberalism, Critical Theory, Copenhagen School), great power and third world security, democratic and non-democratic security, classic threats (changes in relative power, proliferation) and new threats (environment, population movements, terrorism), and concepts of security ranging from state survival, to societal security, to unit level-variables such as Human Security.

HLSP 552 U.S. Foreign and Security Policy 3 Credits

This course emphasizes the main theories of and themes in American foreign policy since the end of the Second World War. We will examine the patterns that have permeated American Foreign Policy since 1945, and discuss the roles that various actors play in the foreign policy process. We will use theoretical concepts to discuss the major events in American foreign policy over the last half of a century. The course will focus on both the conduct and formulation of American foreign policy. Detailed knowledge of the policy-making process, including legal and institutional restraints and standard operating procedures, is clearly essential for all students of foreign policy. Yet, only by exploring America's past actions in the global arena and only by searching for historical precedents and patterns can students fully grasp the dilemmas facing the United States today.

HLSP 567 Global Immigration Trends and Security Issues 3 Credits

Amidst the broader trends of international politics that address the growing flow of goods, capital, and information across state borders, the movement of people is a permanent and expanding feature. However, central to the notion of the political identity of the nation-state is the ability to control the entry of non-citizens. The regulatory power of the nation-state to control its borders is at least threatened by the migratory movements of people. People are driven from their homes by conditions of war, economic difficulty, or environmental disaster. Millions of people migrate permanently each year, and about 20 million are refugees and seek political asylum worldwide. The vast majority of refugees are women and children—this is the hidden truth of the post-Cold War order, huge numbers of displaced women and children. These numbers are significant, particularly since the general movement heads in one direction, toward advanced industrial states, mainly Western Europe and the United States. About 35 million legal and illegal immigrants live in the United States. Immigrants account for 11.5 percent of the total population, the highest percentage in 70 years. Critics warn that if current trends continue, by the end of this decade the immigrant share of the total population will surpass the all time high of 14.8 percent reached in 1890. Understanding immigration and refugee issues in this interdependent world will help us to gain insights into the workings of political, economic, and social forces both within receiving and sending states as well as the international regime which regulates these movements. The topics addressed in this course go beyond simple models of utility and efficiency since the questions of immigration and political asylum are often deeply emotional issues for societies; the issue also has a significant moral dimension.

HLSP 590 Master's Thesis 3 Credits

Students will complete an original substantive research paper that will build on prior research in Security Studies or related discipline.

HLSP 591 M.A. in Homeland Security Internship 3 Credits

The course is part of the capstone requirements of the M.A. in Homeland Security Policy. The course will have students complete an internship, self-evaluation and write a reflection paper outlining their experience working in a security related position.

Interdisciplinary Studies (IND)**IND 600 Supervised Study 1-4 Credits****Literacy (LITR)****LITR 500 Multimodal Teaching and Learning 3 Credits**

As we consider the 21st century's rapid expansion of information and text it is timely to take a critical view of what literacy means in the 21st century and how it is influencing children's literacy development and the work of educators. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid/online course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for children's literacy development as well our own work as educators.

LITR 501 Psychology and Pedagogy of Literacy Processes 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.

LITR 502 Curriculum, Instruction and Supervision in Literacy 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.

LITR 504 Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum 3 Credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed.

LITR 510 Research and Survey of Texts for Children and Adolescents 3 Credits

This course surveys developmental trends in texts for children and adolescents. Students will become knowledgeable about the theoretical and practical aspects of the study of the texts (both digital and print) available for youth and adolescents. Candidates will explore their own assumptions about text and the relationship to literacy development. Course participants will explore strategies for integrating print and non-print texts into the school curricula in ways that support youth and adolescent literacy development.

LITR 560 Writing Project at Rider 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.

LITR 600 Independent Research and Study in Literacy Education 1-3 Credits

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

Marine Sciences (MAR)**MAR 580 Independent Marine Science Field Study 4 Credits**

This field-based course provides a practical experience in integrating marine science with pedagogical concepts. Students will use scientific methodology to explain marine ecosystems through specially designed, inquiry-based exercises. During these activities, students will address the process of applying college-level content to their own classroom settings, considering national and state standards. Hands-on, field-based exercises will provide experience with a diversity of marine habitats and the biological, geological, hydrological, and physical processes that influence them. Visited habitats can include rocky intertidal, salt marsh, tidal flat, beach and channel sand bars. As a result, students will develop field and laboratory skills in marine science and use them in designing materials for their own classroom use.

Master of Accountancy (MACC)

MACC 650 Seminar in Federal Taxes 3 Credits

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

Prerequisite(s): completion of ACC 410 Fundamentals of Federal Taxation.

MACC 652 Analysis of Accounting Data 3 Credits

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

Prerequisite(s): completion of Preliminary Accounting requirements.

MACC 654 Issues in Financial Reporting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements.

MACC 656 International Dimensions of Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course applies to the Global Business concentration.

MACC 658 Governmental and Not-for-Profit Accounting 3 Credits

This course provides an in-depth study of the concepts, objectives and techniques of the evolving field of accounting for nonprofit institutions and organizations. Areas emphasized include municipal and state governmental units, hospitals, colleges and universities and service organizations. Problems, cases and selected readings are employed.

Prerequisite(s): completion of PMBA 8020 or Preliminary Accounting requirements.

MACC 662 Auditing Practice & Problems 3 Credits

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will complete a simulated audit from start to finish, including audit planning, audit fieldwork and preparation of an audit opinion.

Prerequisite(s): ACC 400 Principles of Auditing.

MACC 663 Fraud and Forensic Accounting 3 Credits

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

Prerequisite(s): completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 664 Issues in Managerial Accounting 3 Credits

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

Prerequisite(s): completion of ACC 302 Cost Management or PMBA 8220 Strategic Accounting for Managers; this course applies to the Corporate Accounting for Managers concentration.

MACC 665 Fraud Detection and Deterrence 3 Credits

This course explores contemporary forensic accounting topics pertaining to fraud examination, detection and deterrence. Topics include audit responsibility and reporting, professional judgment, quality control and developing effective policies in preventing and detecting economic crimes. Students will apply relevant fraud examination techniques to a variety of settings.

Prerequisite(s): MACC 663 and completion of the Preliminary Accounting Requirements; this course is required for the Forensic Accounting and Fraud & Forensic Accounting concentrations.

MACC 667 Business Valuations: Fundamentals, Techniques and Theory 3 Credits

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

Prerequisite(s): 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 668 Enterprise Risk Management 3 Credits

This course explores current issues and world-class practices of risk management at an organizational level. Emphasis will be placed on the overall risk management cycle of identifying, assessing, responding and managing strategic, reputational, financial and operational risks using contemporary risk management tools.

Prerequisites: ACC 302 or PMBA 8220.

MACC 670 Accounting Internship 3 Credits

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

MACC 690 Special Topics 3 Credits

The study of a timely topic that represents a dimension of business administration or accounting that not covered in a regular course. Such a topic may be offered by the Accounting Department. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Musical Theatre (MTR)

MTR 511 Music Theater Ensemble 1 Credits

The performance-based, auditioned music theater ensemble engages multiple singers/actors/dancers in performance, utilizing scenes from music theater literature as the primary material. Emphasis is placed upon group interaction and building an ensemble. This ensemble often is asked to perform for University sponsored events.

Organizational Leadership (LEAD)

LEAD 500 The Practice of Leadership 3 Credits

This course allows students to gain an understanding of the practice of leadership and how they can develop as leaders. Students will explore leadership models, creativity in organizations, and approaches to decision making as they begin to form their own leadership philosophy.

LEAD 510 Organizations: Design and Dynamics 3 Credits

This course will provide students with foundational knowledge in the area of organization studies. Students will gain insight into organizational structure and how it affects interdepartmental behaviors, communication and work flow. The course emphasizes how organizational environment and culture generate and reinforce the way organizational systems work and how leaders operate within these organizational contexts.

LEAD 511 Facilitating Culture and Process Change in Organizations 3 Credits

Organizational culture and existing processes can enable productive and effective environments, or they can be barriers to carrying out the central missions of corporations, not-for-profits, governmental or educational institutions. For organizations to thrive and survive in the future they must be able to change and develop rapidly. This course provides a working knowledge of the key theories and practices necessary to be an effective change agent. Students develop skills in diagnosis, design of interventions and strategies for communicating change.

Prerequisite(s): LEAD 510 or concurrent with LEAD 510.

LEAD 512 Forms of Diversity in Organizations 3 Credits

Increasingly, leaders and employees are part of a more diverse, multiethnic and globally influenced workforce. Students will become more conversant with forms of diversity, such as different cultural traditions, as well as differences in generational sensibilities, ableness, gender, and level of adult development. Students will learn about the different "worldviews" which organizational members bring into the organization, and how that affects their ability to work together. The course develops students' knowledge of and skills in practicing: principles for optimizing human performance in organizations, cultural intelligence, human diversity, and leading multicultural organizations.

LEAD 513 Media and Technology in Organizations 3 Credits

Students will learn how digital technology affects effective communication by leaders and will gain basic skills in the use of new media in organizations. From social media to mobile applications and video blogging, organizations now operate in complex communication environments. Making use of these new means for communication is an organizational challenge and opportunity, of especial importance to the leadership and implementation of change.

LEAD 530 Individual and Group Processes in Organizations 3 Credits

This course will inform students about leadership concepts and models for identifying and working with the motivations, influences and tactics present in conflict and its resolution in personal and organizational settings. Through group dynamics exercises, the themes of developing leadership identity, recognized and affirmed by self-awareness; understanding and exercising relationship awareness and group behavior; and recognizing the multiple relational dimensions of leadership will guide both the understanding and practice of leading people and managing relationships.

Prerequisite(s): LEAD 500 or concurrent with LEAD 500.

LEAD 531 Developing The Human Side of Organizations 3 Credits

This course examines Strategic Human Resources Management (SHRM) within today's organizations, and is designed to provide students with a comprehensive understanding of SHRM practices from a systemic and strategic perspective. Students learn approaches leaders use to recruit, select, evaluate, and develop employees and strategies to create a positive work environment.

LEAD 532 Program Design for Training and Development in Organizations 3 Credits

This course provides a full circle approach to workforce training and development that is applicable to professionals in human resources, organizational development, or other leaders who see themselves as trainers, mentors and coaches. The course is designed for students to explore "real world" applications for programs, services and operations in a training environment, and covers key principles such as adult learning theory, facilitation skills, curriculum development, needs assessment, training methodology and techniques, resources and constraints, as well as learning how to evaluate and improve the efficacy of training programs.

LEAD 533 Conflict and Crisis Resolution in Organizations 3 Credits

Leaders face conflict and crisis in their organizations. Being effective in their resolution is an important leadership attribute. Skills that support positive and integrative outcomes include mediation, negotiation and crisis resolution skills. This course will use multiple case studies and role-playing assignments to engage students in understanding how individuals and teams handle mediation and negotiation scenarios. The course will also use multiple case studies to enhance students' understanding of the components of effective and ineffective leadership for crisis.

LEAD 534 Facilitation and Team Leadership 3 Credits

This course examines the characteristics and behaviors of teams that produce good results and/or generate new ideas. The focus of the course is on how to lead high functioning teams and the development of facilitation capabilities, so that students can effectively lead teams and organizations.

LEAD 540 Strategic and Financial Decision-Making in Organizations 3 Credits

This course explores the importance of information and financial resources within the culture of organizations, and the necessary relationship that exists between the two. The course draws on current literature and student experience to explore resource management and focuses on the effective use of information resources within the boundaries defined by financial realities. The relationship between data analyses and effective decision-making will be explored.

Prerequisite(s): 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(s):** LEAD 500 or concurrent with LEAD 500.

LEAD 551 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 552 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 553 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 554 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 555 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 556 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 557 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 558 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 559 Selected Topics in Organizational Leadership 3 Credits

As a Selected Topics course, the content will vary according to the topic or issue under consideration. Students will study important topics related to leadership within organizations. They will examine and analyze theoretical work, conduct background research, interpret findings and develop positions in regard to the topic under study. Depending on the topic, they may propose and plan policy or develop programs to influence change in organizations.

LEAD 560 Legal and Ethical Issues in Organizations 3 Credits

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

Prerequisite(s): 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.

Prerequisite(s): LEAD 500, LEAD 510.

LEAD 598 Project Seminar in Leadership 3 Credits

This course serves as a practicum for students about to graduate with their M.A. in Organizational Leadership. Reflecting upon their own leadership philosophy developed throughout the program, students will formulate, research, and write a leadership capstone paper. The project integrates the competencies and concepts from the core courses as students use research strategies to analyze an organizational problem. Class sessions will also be used for exercises and the practice of skills.

Prerequisite(s): Must be taken in last semester of study. Permission of Instructor required.

LEAD 600 Independent Study and Research in Organizational Leadership 3 Credits

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

Political Science (POL)**POL 501 Homeland Security 3 Credits**

This course is designed to help students increase their knowledge and understanding of problems impact the public agenda, why some solutions are adopted and other rejected, and why some policies appear to succeed while others appear to fail. The course will primarily examine policy making at the national level in the United States, but will also analyze examples at the state and local level, as well as placing U.S. policy in a comparative perspective.

POL 502 The Development and Structure of U.S. Intelligence Agencies 3 Credits

This course will provide an historical review of intelligence during the following World War II. It will examine the major functions of intelligence, as well as intelligence as a part of the foreign policy process: collection, analysis, counterintelligence and covert action. Students will be introduced to a range of collection procedures: human, open source, electronic, photographic, and signal. With emphasis placed on interpreting and writing intelligence summaries.

Professional MBA (PMBA)**PMBA 8000 Executive Communications 1.5 Credits**

This course will provide students with knowledge, skills, and techniques to further develop their presentation skills. This course, which is taught in a workshop style, challenges the students to improve their formal presentation skills, increase the impact of their presentations, and strengthen their confidence. Students will be introduced to different media tools that will support them in advancing their speaking and presentation skills.

PMBA 8010 Information Technology Proficiency 1.5 Credits

Computing proficiency requires understanding implications of advanced information technologies and the ability to successfully apply these technologies in an increasingly global society. This course will enable students to effectively use specific information systems tools (spreadsheet and database management) to begin to design applications for effective decision making.

PMBA 8020 Fundamentals of Accounting 3 Credits

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

PMBA 8030 Economic Analysis 3 Credits

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level. Topics include an analysis of markets, the nature and characteristics of producer behavior, the theory of pricing in competitive and non competitive markets, and their welfare effects. At the macro level, coverage of the economy in the short run deals with economic fluctuations, fiscal policy, and monetary policy. An examination of the economy in the long run covers factors effecting economic growth.

PMBA 8040 Basic Financial Principles 1.5 Credits

The central unifying theme of this course is valuation. Valuation is the basis for decisions in all major areas of finance. This course begins with a discussion of basic concepts including time value of money and its application for valuation of stocks and bonds and analysis of risk and return. Further application of valuation for capital investment projects made by a firm is explored by introducing the techniques of capital budgeting.

PMBA 8050 Introduction to Calculus 1.5 Credits

This course has been designed to prepare students for courses in the MBA program in which calculus is used. Topics include limits, derivatives, functions of two or more independent variables and maxima and minima in one and two independent variable(s).

PMBA 8051 Fundamentals of Statistical Analysis 3 Credits

Covers basic statistical techniques useful in business decision making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

Prerequisite(s): MSD 105 (or equivalent).

PMBA 8052 Models and Methods of Operations Management 1.5 Credits

This course provides students with some of the most frequently used quantitative tools necessary in analyzing and resolving issues and problems in managing service and/or manufacturing operations. These tools are required in PMBA 8250 Operations and Supply Chain Management, and may also be used in other PMBA courses such as Economic Analysis and Decision Making, and Business Intelligence.

PMBA 8060 Basic Marketing Principles 1.5 Credits

The purpose of this course is to provide students with an operational understanding of basic marketing principles and concepts. This will be done through interactive exercises and discussions based both on primary source and textbook readings as well as discussions and critical examinations of current marketing practices in companies and industries of interest to the students. Topics covered include environmental analysis, target marketing, product and service strategy, integrated marketing communications, channels of distribution, pricing practices, and the interface between marketing and corporate strategic planning.

PMBA 8070 Management: Theory & Application 1.5 Credits

A foundation course that provides an introduction to the theory and practice of management. The management functions of planning, organizing, leading, and controlling provide an organizing framework for examining current management challenges (e.g. globalization, ethics, diversity, and multidimensional organizational structures).

PMBA 8200 Managerial Decision Making 3 Credits

In this course, students will improve their managerial and analytical thinking skills through a range of approaches and techniques. Students will learn to analyze business problems within the context of managerial decision making. The course is designed as a series of seminars and will be organized in three areas, each with its complementary learning goals: Business Intelligence, Enterprise Analysis, and Executive and Managerial Decision Making.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8210 Information Technology Management 3 Credits

This course introduces the theory and practice of Information and Communication technologies deployment in organizations. This includes planning, analysis, design, and implementation of computer-based management information systems (MIS). The course emphasizes an understanding of emergent cutting-edge technological phenomena and the effect of information systems on the practice of management.

Prerequisite(s): Completion of PMBA 8010.

PMBA 8220 Strategic Accounting for Manager 3 Credits

This course emphasizes the issues encountered by managers regarding performance measurement, incentives, ethics and strategic management accounting tools. Students will learn to recognize ethical issues and apply a code of conduct to those issues, understand the criteria for recognizing revenue, analyze cash flows for investment decisions, compute measures of returns on investments, and understand the uses of a Balance Scorecard in performance evaluation. This course will also cover transfer pricing issues and methods in domestic and international settings, the application of differential analysis to a variety of short-run decisions, and the application of traditional costing methods, activity-based costing, activity-based management, and target costing to products and services. Preparation of a master budget and its role in planning, control, and decision making is also discussed. This course is not open to MAcc students.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8230 Managerial Economics 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8240 Applied Corporate Finance 3 Credits

This course is designed to further develop the students' skills through practical application of concepts and tools taught in prior finance courses. Students will learn by solving real-world case studies and learning to communicate clearly their decisions to both sophisticated and lay audiences. The primary method of instruction is the preparation, presentation, and discussion of finance cases. Each case study session will be preceded by lectures and discussion of the main theoretical concepts. The case studies considered will cover a wide range of corporate financial problems including value creation, capital budgeting, capital structure, cost of capital, and mergers and acquisitions. Throughout the course, attention will be given to the international dimensions of the issues and problems presented and discussed.

Prerequisite(s): Completion of PMBA 8040 and PMBA 8220.

PMBA 8250 Operations & Supply Chain Management 3 Credits

This course provides MBA students with the current knowledge and practice of operations and global supply chain management. Supply chain management has become one of the most important and talked about topics in business in recent years. Many companies have realized that they can reduce their costs, increase profits, and increase customer satisfaction by improving their supply chain practices. It is also evident that most supply chains extend beyond the borders on the U.S., and consequently, have global components and challenges. This course is designed to prepare students to meet operations and supply chain related challenges in their careers.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8260 Mkt Analysis & Decision Making 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8270 Adv. Organizational Behavior 3 Credits

A study of key individual, group, and organizational processes. At the individual level, the focus is on different personalities, job attitudes, and work motivation. The implication of individual factors is then considered in a team context focusing on the processes of communication, influence, conflict, and leadership. Finally, we examine the impact of organizational culture and change on workplace behavior. In order to integrate the individual, group, and organizational levels of study, the course emphasizes a team-based approach to learning.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8290 Legal and Ethical Aspects of Management 3 Credits

The purpose of this course is to prepare students to meet the legal, ethical, and regulatory challenges and opportunities they will encounter as they conduct business as managers and entrepreneurs. To excel, managers and entrepreneurs must recognize that the law is important to firm success and that they must always consider the legal ramifications of their business decisions. Students will learn how to identify legal and ethical issues before they become legal problems and how to communicate and work collaboratively with legal counsel. The course begins with an overview of business ethics and social responsibility and goes on to cover the U.S. court system and the laws of contracts, torts, and intellectual property. The course covers corporate governance issues including the fiduciary duties of officers, directors, and controlling shareholders, public and private offerings of securities, and securities fraud. Environmental regulation, product quality, legal aspects of the employment relationship (as they relate to the liability of the corporation and managers for the acts of their employees), wrongful termination, discrimination, and sexual harassment will also be covered.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8303 International Business Study Tour 3 Credits

This course provides a cross-cultural perspective for conducting business outside of the United States. Students will gain a better appreciation of how culture, history, and politics influence organizational dynamics, transactions and business customs. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8312 Business Intelligence Tech-Data Mining 3 Credits

In this course, students will learn to solve problems/exploit opportunities by processing datasets, interpreting results, and deploying solutions.

This course provides hands-on experience with these tasks. Upon this base of experience, students will build a robust data mining methodology that can be applied to real-world investigations. The course of study will include Online Analytical Processing (OLAP), statistical and machine learning techniques, and unstructured text analysis. Students will learn to apply these techniques through the study of payroll, procurement, and expense report fraud. Cell phone and credit card fraud, credit and bankruptcy analysis, and customer relationship management will also be covered. This course applies to the Business Analytics, Forensic Accounting and Fraud & Forensic Accounting concentrations. This course applies to the graduate certificate in Business Analytics.

PMBA 8313 Electronic Commerce 3 Credits

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8314 Project Management 3 Credits

In our complex world of global economies and pervasive technology, change is constant. It is a persistent challenge to manage this change. It is the body of knowledge that is project management that helps managers address this change. This course will introduce students to project management for a variety of disciplines. The methods and techniques taught will be applicable not only to software development, but to any series of tasks that could constitute a project. The course content will cover the identification, approval, and management of complex projects. Various project management tools, techniques, and approaches will be covered.

PMBA 8315 Globalization and Technology 3 Credits

The emergence and growth of the global economy constitutes an epochal shift in the organization of the world. Technology has been a key component in the production and acceleration of these phenomena. This course introduces students to the latest theoretical and empirical literature on globalization as shaped by technology. This course applies to the Information Systems and Global Business concentrations. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8317 Applied Data Management for Business Users 3 Credits

Learn the benefits of data sharing in a business organization, the benefits of the relational database model, how data is structured in a relational database model, and how data can be accessed in a relational database using the structured query language (SQL). The process of formatting, loading, and accessing data for data analytics will be shown as well as the interaction with data warehouse schemas such as the star schema and snowflake scheme. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8319 Selected Topics in CIS 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8321 Managerial Taxation and Strategy 3 Credits

This course is designed for students who are embarking on (or already in) careers in investment banking, corporate finance, strategy consulting, money management, or venture capital. The focus of the course comes from integrating the tax law with the fundamentals of corporate finance and microeconomics.

Prerequisite(s): PMBA 8020.

PMBA 8324 Financial Accounting & Report 3 Credits

Focus is on analysis and evaluation of alternative accounting methods and the relationship to company policy. Insight is gained through the reading of articles in leading accounting and financial periodicals and Internet research. Cases demonstrating financial reporting methods are assigned and discussed in class. Term project required. Topics include financial instruments, earnings per share, deferred taxes, post-retirement benefits and the accounting rule-making process.

Prerequisite(s): PMBA 8020 and PMBA 8040.

PMBA 8325 Enterprise Risk Management 3 Credits

This course explores current issues and world-class practices of risk management at an organizational level. Emphasis will be placed on the overall risk management cycle of identifying, assessing, responding and managing strategic, reputational, financial and operational risks using contemporary risk management tools.

Prerequisites: ACC 302 or PMBA 8220.

PMBA 8335 International Trade & Investment 3 Credits

A study of the international economy in which business firms operate, and public policies that influence their activities. Includes international trade theory, balance of payments analysis, the international monetary system, barriers to trade, and the role of multinational corporations. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8341 Corporate Treasury Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8343 Investment Instruments and Strategies 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8344 Financial Market Operations 3 Credits

Flow of funds analysis is used to study financial intermediation and interest rate determination in money and capital markets. Includes the flow of funds accounts, funds flow through financial institutions, the demands for and supply of credit by economic sectors, and the impact of public policies on financial market behavior. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8345 International Financial Management 3 Credits

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. This course applies to the Finance and Global Business concentrations.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8346 Financial Modeling 3 Credits

Spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040.

PMBA 8347 Portfolio Management 3 Credits

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

Prerequisite(s): Completion of PMBA 8040.

PMBA 8348 Fixed Income Securities and Alternative Investments 3 Credits

This is an introductory course in fixed income securities and alternative investments. The first part of the course covers the markets for fixed income securities and their derivatives. Valuation of these securities and determination of the risk inherent in these securities are discussed. Methods for managing that risk, such as hedging and credit derivatives, are also discussed. The second part of the course covers a variety of alternative investments, including real estate funds, venture capital, hedge funds, and commodities. Valuation of these investments and determination of their risk are discussed. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8349 Personal Financial Planning 3 Credits

This course provides a background and an appreciation of the fundamental concepts and processes associated with Personal Financial Management. Various technical elements that are part of the study for a Certified Financial Planner certification will be covered including risk management, investments, tax planning, retirement planning, employee benefits, and estate planning. This course applies to the Finance concentration.

Prerequisite(s): Completion of PMBA 8040 or any MAcc student with PMBA 8020 completed.

PMBA 8354 Quality Assurance and Total Quality Mgt 3 Credits

This course integrates the concepts of statistical quality control and the practices of today's leading companies in creating systems of total quality management (TQM). Considers how various business functions (e.g., production, engineering and design of products and services, purchasing raw materials, providing technical assistance to customers, and statistical quality control) and their interrelationships can be used to create high-quality products, and, thus, high levels of customer satisfaction. Includes traditional statistical methods for process control, acceptance sampling, reliability and quality improvement, as well as numerous examples of U.S. and foreign firms at the cutting edge of TQM. Introduces current thinking of leading figures in TQM.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8357 Business Analytics for Managers 3 Credits

Business Analytics, the data driven approach to management, is essential to achieve effective business decision-making and competitive advantage. All business managers need to analyze data and make quantitative-based decisions in their business careers. The focus of this course is to equip students with a variety of data analysis methods and tools that are useful to uncover trends, patterns, relationships, and other useful information. The course will take a hands-on, example-based approach and introduce fundamental concepts as they are needed. Students will be using both Excel and SAS software. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

PMBA 8361 Business to Business Marketing 3 Credits

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

Prerequisite(s): Completion of PMBA 8060.

PMBA 8362 Marketing Communications 3 Credits

This course dynamically blends the concepts and issues of integrated marketing communications with real world experiences. It is highly interactive, with students spending time in teams creating solutions, presenting, and feeling the experience of being in real life marketing communications situations. Students also will be exposed to current and classic literature pertaining to the course content.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8363 Consumer Behavior 3 Credits

The purpose of this course is to provide the analytical skills required to understand the nature of consumer decision making and internal and external factors that influence buying decisions in order to develop and implement appropriate marketing strategies. A case study approach is utilized in this course. This will be done through the analysis of actual marketing problems faced by a variety of organizations. The readings and class discussions will also include internal and external influences on consumer behavior, marketing research tools, marketing strategies to reach consumers and shape consumers' opinions, the role of marketing communications and marketing mix elements in creating a unique value proposition, and managing consumer relationships.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8364 Marketing Research 3 Credits

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

Prerequisite(s): Completion of PMBA 8060.

PMBA 8365 International Marketing Management 3 Credits

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. This course applies to the Global Business concentration. This course will satisfy the International elective requirement.

Prerequisite(s): Completion of PMBA 8060.

PMBA 8369 Selected Topics in Marketing 3 Credits

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

Prerequisite(s): Completion of PMBA 8060.

PMBA 8371 Human Resource Management 3 Credits

This course is an introduction to the field of human resource management (HRM). The goal is to provide students with an understanding of current corporate HR practices. Common HR problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as strategic HR planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches include discussions, case studies, exercises, small group activities, and lectures.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8372 Management Skills 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8375 International Management 3 Credits

This course focuses on the complexities of working and managing in a global business environment. Emphasis is placed on cross-cultural awareness, international communication, and negotiations. Students will explore the effect of culture on organizational behavior, managerial decision making, and global leadership. This course applies to the Global Business concentration.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8376 Org Development & Effectiveness 3 Credits

This course focuses on Organization Development (OD), a discipline concerned with improving organizational effectiveness by means of planned, systematic interventions. The course will acquaint students with OD concepts, techniques, and skills. The course provides opportunities for students to explore and enhance their personal skills as change agents and consultants. The teaching/learning process emphasizes experiential activities and case analysis. This course applies to the Management concentration.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8377 Managing Workforce Diversity 3 Credits

This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the U.S. today. It will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious - gender, race, age, and physical characteristics. Other differences are not as easily observed such as family structure, educational level, social class, and sexual orientation. Understanding and valuing diversity requires attitudinal self-assessment and change. Values, stereotypes, and prejudices will be explored through readings, reflective writing, and active involvement in discussions, projects, and activities. This course applies to the Management concentration.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8380 Business Analytics Optimization 3 Credits

This course has been designed to provide professional MBA students with the current knowledge and practice of optimization business analysts use. Optimization aims at selecting the best alternative from among available alternatives according to a predetermined objective. In general it involves building a mathematical model and finding the best alternative through a mathematical procedure. Optimization techniques help decision-makers make fact (i.e. data) based decisions and offer the potential of making significant profits or cost savings. The main focus of this course will be on developing modeling skills to gain insight into a wide variety of business decision problems. In other words, the emphasis in this course will be on modeling practical business decision problems, use of relevant software for optimal solution, interpretation of results, and sensitivity analysis rather than the theory of mathematical solution techniques. Coverage of course material will follow the typical sequence of (1) identification and discussion of a business decision problem; (2) developing a graphical model (e.g. influence diagram); (3) developing a mathematical model; (4) computer solution; (5) interpretation of results and sensitivity analysis; (6) discussion of insights gained from the experience; (7) discussion of implementation issues. In addition, heuristics will be discussed when optimization techniques are not available or too costly. This course applies to the concentration in Business Analytics and the Business Analytics Certificate Program.

Prerequisite(s): PMBA 8010 and PMBA 8051.

PMBA 8383 Entrepreneurship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8384 Consulting for New and Small Ventures 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of instructor.

PMBA 8385 New Venture Launch 3 Credits

Students will start and run a new venture while under the supervision and guidance of faculty. Students will take a business plan they have developed and execute it. This is an opportunity to experience the launch process and learn hands-on how to adapt to the marketplace. Some businesses started in this class may also be eligible to receive venture funding from Rider.

PMBA 8386 Green Entrepreneurship 3 Credits

This course is both a traditionally academic graduate course and a practical, case study based, business development course. Lectures will present the scientific, technical, financial, and business underpinnings required to understand the rationale for and the range of solutions possible that businesses can utilize when initiating or developing sustainable practices or new entrepreneurs can consider as they develop new businesses. Students will be learning about real business examples and discussing how the technical aspects of sustainability interact with the more practical and immediate demands of running a business – making a profit and maintaining positive cash flow while acting ethically.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8389 Tax Planning for Entrepreneurs 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8397 Evidence Management and Presentation 3 Credits

This course addresses legal issues and practical considerations involved in the collection, acquisition, analysis and storage of digital evidence and presentation of digital and technical evidence to judges, juries and other decision makers. The law of evidence and its implications for the manner and method technical evidence is acquired and presented for consideration in court or in other proceedings (i.e. criminal, civil, or administrative). Requirements and preparation for the presentation of technical evidence as an expert or fact witness.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8402 The Business of Sports 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8491 Business Law 3 Credits

Considers in depth the law relating to the sale of goods, commercial paper, and secured transactions as promulgated by the Uniform Commercial Code. Explores warranties, guarantees, remedies, and product liability. Also considers the law of agency, partnerships and corporations. International dimensions of sales law and related topics are addressed. Students who have taken BUS 211 Commercial Law or BUS 214 Advanced Business Law cannot take this course. This elective is particularly appropriate for students in the MAcc program and in anticipation of CPA law requirement; this course applies to the Entrepreneurship concentration.

Prerequisite(s): BUS 210 Introduction to Law: Contracts or its equivalent at another college or university; requires completion of MBA pre-program courses.

PMBA 8492 Ethical Issues in International Business 3 Credits

This course is an introduction to identifying, analyzing and resolving ethical dilemmas in both U.S. and international business, including reference to legal and regulatory issues. The course begins with a general introduction to ethics, considers ethical issues connected with the economic, legal and regulatory systems within which modern business takes place and heavily emphasizes contemporary cases that illustrate a wide range of ethical issues, including cases resulting in civil and criminal litigation. The primary focus of this course will be ethics in the international business environment. Most of the readings and discussion board topics, the group case studies and the individual research paper will have an international focus.

Prerequisite(s): Completion of MBA pre-program courses.

PMBA 8880 Strategic Management 3 Credits

This course provides an understanding of the strategic management process. Students will analyze and discuss concepts and cases 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.

Prerequisite(s): All other MBA breadth courses.

PMBA 8880L Strategic Management Simulatn 1.5 Credits

Students will analyze and discuss concepts and cases relating to strategic management, make strategic decisions for a hypothetical company in the online computer simulation project, and develop a detailed action plan to resolve a hypothetical business situation.

Corequisite: PMBA 8880.

PMBA 8902 Independent Studies in Business Administration 3 Credits

Involves a program determined by the individual faculty member and approved by the program director. Written assignments are required as part of this rigorous academic experience. Students are eligible for a maximum of one independent elective and should have completed at least three breadth courses prior to the start of the independent study. **Prerequisite(s):** Completion of MBA pre-program courses and permission of the associate Dean of Graduate Programs.

PMBA 8905 Internship 3 Credits

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

Prerequisite(s): Completion of MBA pre-program courses and permission of the Associate Dean of Graduate Programs.

PMBA 8906 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8907 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8908 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8909 Selected Topics in Business Administration 3 Credits

The study of a timely topic that represents a dimension of business administration not covered in a regular course. Such a topic may be offered by any department of business administration. The nature of the course will be described in the appendix of the registration materials for the semester when the course will be offered.

Prerequisite(s): To be announced and completion of MBA pre-program courses.

PMBA 8989 Spec Topics Entrepreneurship 3 Credits

Special Topics in Entrepreneurship.

Psychology (PSY)

PSY 501 Introduction to Applied Psychology Skills 3 Credits

This course will provide students with an examination of several facets of applied psychology with a focus on consuming research, understanding differences in methods and perspectives, writing according to APA style, and demonstrating understanding of several methods and perspectives in applied psychology. These are necessary skills to function meaningfully in the field. We will review and evaluate scholarly literature from across several psychology application areas. This course is available to MA Applied Psychology students only and should be taken near the beginning of entering the MA program.

PSY 510 Introduction to Applied Behavior Analysis 3 Credits

This course will provide an introduction to applied behavior analysis. Students will learn the history and defining features of the field. Due to the scientific nature of applied behavior analysis, students will also learn characteristics and processes associated with the scientific method. Furthermore, foundational concepts will be defined, along with relevant behavior change procedures.

PSY 511 Principles of Learning 3 Credits

This course will provide students with more in depth understanding of the philosophical assumptions, characteristics and basic principles of behavior analysis. Students will have the opportunity to review concepts learned during Introduction to Applied Behavior Analysis. This course will also provide an introduction to the basic research in behavior analysis. Students will become more fluent in definitions, characteristics, principles, processes, and concepts of behavior analysis.

Prerequisite(s): PSY 510.

PSY 513 Observational Methods and Functional Assessment 3 Credits

This course is designed to provide knowledge and skills of methodologies to conduct a thorough behavioral assessment, interpret the assessment data, and identify goals for treatment. Topics will include direct observation/data collection methods, data analysis, functional assessment, stimulus preference and reinforcer assessments, and ethical and professional issues. The second half of the course will deal specifically with functional analysis including the history of and variations to the methodology. The relationship between assessment techniques and the development of the least-restrictive but most effective behavioral intervention will also be discussed.

Prerequisite(s): PSY 510, PSY 511.

PSY 514 Single Subject Research Design and Analysis 3 Credits

Students will be introduced to the basic evaluative methods used in behavior analysis including various models of single subject design such as multiple baselines, reversal designs, and alternating treatment models. Students will design analyses, collect data, graphically display their data, and provide an analysis of findings. Students will read original behavior analytic research articles and practice analysis of findings.

Prerequisite(s): PSY 510, PSY 511.

PSY 515 Psychological Tests 3 Credits

Examines the history of psychological testing. Issues concerning the construction of psychological tests are discussed, including concepts concerning reliability, validity, and item analysis. The rationale and structure of the major tests of intelligence, aptitude, and personality are reviewed, including the Rorschach, WAIS, TAT, MMPI, and Bender-Gestalt. In the last section of the course, students are given hands-on experience in the administration, scoring, and interpretation of a standard test battery.

Prerequisite(s): any statistics course.

PSY 516 Creating Effective & Ethical Interventions 3 Credits

This course will familiarize the student with ethical issues and responsibilities of behavior analysts working in applied settings. Informed consent, due process, protection of confidentiality, and selection of least intrusive, least restrictive behavior change procedures will be presented and discussed within the context of case method. Ethical decision making processes will be emphasized, and the relationship between ethics and law will be explored.

PSY 518 Organizational Behavior Management 3 Credits

This course will provide an overview of research and practice in the field of Organizational Behavior Management (OBM), also referred to as Performance Management in organizational settings. Performance Management is a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology. The concepts and techniques used in Performance Management originated from the field of behavior analysis.

PSY 520 Interventions for Challenging Behavior 3 Credits

Students will review principles of behavior in the context of application to functional assessment and treatment of socially significant problem behavior. Topics including extinction, functional communication training, differential reinforcement, choice, environmental manipulations, and punishment will be covered. Students will move through the process of developing function-based interventions and writing behavior plans.

Prerequisite(s): PSY 510.

PSY 525 Cognitive Development 3 Credits

Compares and analyzes the major theories of cognitive development: Piaget, Information Processing, Vygotsky, Gardner, and Sternberg.

The course describes cognitive growth from infancy to adulthood. Particular topics will include: concept formation, language acquisition, memory reading and writing, mathematical skills and sociocultural skills. Also of interest will be the use of cognitive theory in education, and understanding variations from the typical pattern of cognitive development as in mental retardation and prodigies.

PSY 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 Autism 3 Credits

The purpose of this course is to provide students with a general understanding of the clinical characteristics of autism spectrum disorders. The course will briefly address etiology and neurocognitive underpinnings of these disorders but will focus on psycho-educational interventions. The course will be taught from an applied behavior analytic perspective.

PSY 535 Language Assessment and Intervention 3 Credits

Students will be introduced to the classification of verbal responses, both vocal and non-vocal. Using videotaped examples, students will categorize observed verbal behavior. Students will be provided with practical tools for the assessment of verbal behavior, as well as an array of intervention strategies. A focus will include the design of teaching strategies to enhance language acquisition, as well as ongoing evaluation of intervention efficacy will be employed.

Prerequisite(s): PSY 510, PSY 511.

PSY 536 Social Skills Assessment & Intervention 3 Credits

Students will be introduced to the development of social skills and the identification of social skills deficits. Using videotaped examples, students will categorize observed social behavior. Next, students will be provided with practical tools for the assessment of social and emotional behavior, as well as an array of intervention strategies. Tools for the collection of data and the evaluation of the success of target interventions will be stressed.

Prerequisite(s): PSY 510, PSY 511.

PSY 545 Health Psychology 3 Credits

This course focuses on the biopsychosocial model of health in which biological, psychological and social factors contribute to health and wellbeing, as well as illness and disease. After a brief introduction to systems of the body, i.e. nervous, endocrine, respiratory, cardiovascular, digestive, immune, this course will examine health enhancing behaviors such as exercise and nutrition, as well as health compromising behaviors such as drug abuse and other reckless behaviors, along with models that explain behavior maintenance and change. Additionally, attention is devoted to a discussion of how health psychology can function in shaping health care policy.

PSY 550 Behavior Analytic Approaches to Health and Physical Activity 3 Credits

The application of behavior analytic methods, practices, and principles has been demonstrated through research and clinical applications to be effective at changing health and fitness behavior. This course will provide an overview of research and practice in applying behavior analytic principles to changing health behavior and physical activity. Behavior change across various populations will be covered including both adults and children with and without disabilities. Discussion will focus on both functional assessment as well as interventions effective at changing health and physical activity including self-management, self-monitoring, goal setting, contingency management, etc. Students will spend the semester implementing self-management projects for their own health and/or fitness behavior.

PSY 565 Drugs and Human Behavior 3 Credits

Presents the student with an in-depth analysis of the effects of alcohol and selected chemical substances on the behavior and body of the user. Commonly abused substances will be discussed in terms of their history, sources of production, routes of administration, distribution, metabolism and excretion, neurophysiology, tolerance, properties of addiction, withdrawal course and symptoms, and potential beneficial and harmful effects.

PSY 567 Multicultural Perspectives in Applied Psychology 3 Credits

In this graduate level course, students will examine in-depth, culture and identity formation, social relationships, the perception and manifestation of mental illness, and treatment seeking among other areas. Additionally, given the increasing diversity of communities in the US, the course will also focus on immigration, acculturation, discrimination, and the psychological correlates of each. Implications of these factors for emerging practitioners will also be covered.

PSY 572 States of Consciousness 3 Credits

This course explores the variety of states that comprise normal and altered consciousness. It highlights how these states are determined by complex interactions between conscious and unconscious mental functions. Key psychological concepts are applied in an investigation of various states of consciousness, especially meditative states and dreams. The course examines both the psychopathological aspects of altered states, as well as their potential beneficial effects on creativity and the development of the self.

PSY 574 Psychology of the Family 3 Credits

This course examines the significance of family in human development. Using prominent themes of developmental psychology, such as: the role of attachment in forming human relationships, the significance of context in understanding human development, and the resilience of development; this course will explore the existing research on the family. Students are asked to consider their own experiences as members of a family, as well as to understand the varieties of ways family impacts development across the lifespan.

PSY 577 Developmental Psychopathology 3 Credits

This course provides an in-depth view of developmental psychopathology as an applied and prevention science. Developmental psychopathology is concerned with the emergence and continuity or discontinuity of psychopathology, or maladaptive behaviors, across the lifespan. An emphasis is placed on exploring individual, environmental, social, and especially cultural influences in explaining normal and abnormal behavior.

PSY 582 Aging, Brain, and Cognition 3 Credits

This course covers the biological structures and processes underlying cognition in humans and explores modulating factors such as age, sex, disease, stress, and environment. The theoretical and methodological issues of developmental cognitive neuroscience research are addressed. Focus of the course is on brain structure and function in the largest growing segment of our population, persons over the age of 65, and the link between structure and cognitive abilities, both intact and declining. Special attention is paid to those factors related to successful aging and treatments with putative cognitive enhancers.

PSY 584 Positive Psychology 3 Credits

Historically, the field of psychology has placed great attention on the question of, "What is wrong with people and how do we fix it?" This course will focus on the question of, "What is right with people and how can we build on that?" We will explore this by examining empirical research centered on the nature of happiness and psychological well-being. Positive psychology is the rigorous study of what is right and positive about people and institutions. Positive psychologists call for as much focus on strength as on weakness, as much attention on positive emotions as negative emotions, as much interest in building the best things in life as in repairing the worst, and as much attention to promoting the fulfillment of lives of healthy people as to healing the wounds of the distressed. This course will first present an introduction to the core assumptions and research findings associated with human strengths and positive emotions, then move on to explore interventions and applications informed by this perspective in counseling and psychotherapy, as well as in domains personally relevant to the lives of students such as school, work, family and other close relationships. PSY 584 is crosslisted with PSY 384.

PSY 590 Field Placement in Applied Behavior Analysis 3 Credits

The applied behavior analysis practicum includes a required field placement of 15 hours per week and periodic on campus meetings. The practicum experience will allow students to experience the professional life of a behavior analyst in one of several preapproved sites. Sites approved include those for children, adolescents or adults with disabilities. Placements will be selected in consultation with the Practicum Coordinator and will require a written practicum plan from the cooperating field supervisor.

Prerequisite(s): PSY 510, PSY 511, PSY 513, PSY 514.

PSY 595 Selected Topics in Applied Psychology 3 Credits

Students will actively engage in an in-depth inquiry into a special topic area concerning applied psychology. Though the topics will change, students will be required to read and discuss current literature as well as considering the application of tools of the discipline to research questions of their own.

PSY 600 ABA Thesis I 1 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 601 ABA Thesis II 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 602 ABA Thesis III 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 690 Independent Research and Study 1-4 Credits

Provides students with an opportunity to design and carry out original research in an area of their choice. Students designate a faculty supervisor and work closely with him/her during the semester. Permission of Instructor.

PSY 700 ABA Thesis I 1 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 701 ABA Thesis II 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 702 ABA Thesis III 3 Credits

The expectation of the thesis experience is for students to generate a scholarly work of professional presentation and/or publication quality. Students will first complete a comprehensive survey of the research literature in a particular area within applied behavior analysis. They will then design and conduct an original empirical research thesis using the principles of ABA and an appropriate single-case research design. Students will write up their study in American Psychological Association (APA) style. The student will present an oral defense to a committee of faculty members.

PSY 720 Practicum in ABA 3 Credits

The Master in Applied Psychology - Applied Behavior Analysis (MAP-ABA) program's practicum offers students supervision from Rider's MAP-ABA faculty and a variety of high quality in-vivo experiences, under the direct supervision of a Rider-Approved Board Certified Behavior Analyst (BCBA), during which students apply the skills acquired in coursework.

Prerequisite(s): PSY 510, PSY 511.

Reading/Language Arts (READ)

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 517 Teaching a Second Language 3 Credits

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification. *NOTE: This course is cross-listed as EDUC 521. Students cannot get credit for both EDUC 521 and READ 517.

READ 518 Social and Cultural Practices and their Effects on Learning in School 3 Credits

This course focuses on the customs and cultures of culturally and linguistically diverse learners and how their diversities affect their enculturation into American communities. These differences will be studied by reviewing professional literature and children's literature whose stories are set in the varied locations where these customs are practiced.

Spanish (SPA)

SPA 500 The Poetry of Resistance in the Time of the Generals in Latin America 3 Credits

This course offers a broad overview of important historical literature about dictatorships in Latin America. The weekly readings and writing assignments have been selected in order to: 1) introduce major concepts, arguments, and figures in the field of Latin American literature and culture; 2) appreciate the evolution of the role of artists and intellectuals during the years of the “dirty war” in Latin America; 3) sharpen analytical writing; and, 4) demonstrate the connection (and the limits of the connection) between literature, culture, and society. This course is predominantly a study of Latin American governments in the twentieth century and of the role of artists, primarily writers of fiction and poetry, as a corps of truth-tellers and resisters in the face of government propaganda, censorship, and cultural/political repression.

SPA 510 Marks of Identity: The Journey of the Self in Spanish Theater 3 Credits

What markers of class, race, ethnicity, gender and even species shape individual and group identity? How does identity change over time? How do I know who I am, and how does my identity further my interests and those of society? Offered in translation, this course explores the staging of identity in Spanish theater from the seventeenth to the twenty-first century. Topics may include the 17th-century honor code and gender, the myth of Don Juan, imperialist imaginings of New World subjects, the romantic hero and the angel of love, identity and the grotesque, identity and erotic desire, identity and media technologies, and non-human animal subjects. Film, art, music and live-theater attendance.

Special Education-GR (SPED)

SPED 500 The Inclusive Classroom: Effective Practices for General Education Teachers 3 Credits

This course is designed to introduce general education teachers to special education and the inclusive classroom. Students will explore current research, issues and practices in special education. Assignments and activities will enable students to develop the knowledge and skills to design and manage the instructional environment for diverse learners in inclusive and classroom setting. Attitudes and behaviors that influence children with special needs will be addressed.

SPED 504 Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities 3 Credits

This course will emphasize the use of assistive technology, augmentative communication modalities, visual supports, and related instructional methods and strategies that maximize the learning of individuals with autism spectrum disorders and other exceptional learning needs. Students will learn how to effectively customize materials and adapt learning environments using technology, with a specific focus on individuals with ASD. Students will become familiar with the use of high-tech, low-tech, and no-tech solutions that support the individualized needs of learners. A 10-hour field experience and research component will be required.

SPED 512 Psychology of Exceptionality 3 Credits

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. A 10-hour experience in the field will enable candidates to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

SPED 514 Positive Behavior Support 3 Credits

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and 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 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 531 Assessment for Instruction in Special Education 3 Credits

In this course, standardized and functional assessments are emphasized. Students are introduced to basic educational assessment procedures, norm-referenced, criterion-referenced, and individually-referenced assessment in this course. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. A model of academic assessment most consistent with classroom practices is emphasized. Students are expected to measure an individual's performance (e.g., current level of functioning) and provide recommendations for instruction and learning goals and objectives. A field experience will enable students to apply knowledge to practice.

Prerequisite(s): SPED 512.

SPED 536 Instruction and Transition for Autism and Severe Disabilities 3 Credits

The course will provide students with the knowledge and skills to support individuals with Autism Spectrum Disorders and those with moderate to severe disabilities. Strategies to address instruction, transition, behavior, and communication and will be emphasized across domains of life skills, inclusion, and transition. Transition planning, including understanding, formulating, and implementing the Individual Transition Plan will be taught. Collaborative interactions with school and community personnel and agencies will be addressed. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

SPED 539 Instructional Practices for Students with Disabilities 3 Credits

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. 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.

Prerequisite(s): SPED 512.

SPED 542 Literacy and Students With Special Needs 3 Credits

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development 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. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

Prerequisite(s): SPED 512.

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.

Prerequisite(s): SPED 512, SPED 514, SPED 523, SPED 525, SPED 531, SPED 535, SPED 539.

SPED 590 Professional Seminar in Special Education 3 Credits

This course addresses the current issues in the field of special education. Students will synthesize research and literature from the field of special education to address current issues and practice. Collaboratively, students will examine one area of special education through research and presentation. A reflective comprehensive view of special education including assessment, instruction, inclusive practice, assistive technology, Autism Spectrum Disorder, behavior, literacy etc. will be shared. Students are expected to complete a comprehensive exam in these related special education topics and submit 100 hours of supervised field hours. This course should be taken in the final semester of the MA program as it is the culminating reflective course of study.

Prerequisite(s): Permission of instructor.

SPED 600 Independent Study and Research in Special Education 1-3 Credits

The content of the course varies with the academic research interests of students who wish to engage in independent study related to topics in special education.

Faculty

C. Emmanuel Ahia

Professor, Department of Graduate Education, Leadership, and Counseling

B.A. Wheaton College; M.A. Wheaton College Graduate School; Ph.D. Southern Illinois University; J.D. University of Arkansas

Don Ambrose

Professor, Department of Graduate Education, Leadership, and Counseling

B.A. University of Saskatchewan; B.Ed. University of Saskatchewan; M.Ed. University of Oregon; Ph.D. University of Oregon

Juleen K. Buser

Associate Professor, Department of Graduate Education, Leadership, and Counseling

B.A. Franklin & Marshall College; M.Div. Princeton Theological Seminary; M.A. Wake Forest University; Ph.D. Syracuse University

Trevor J. Buser

Professor, Department of Graduate Education, Leadership, and Counseling

B.A. University of California, Los Angeles; M.Div. Princeton Theological Seminary; M.A. Wake Forest University; Ph.D. Syracuse University

Yi-Ju Cheng

Assistant Professor, Department of Graduate Education, Leadership, and Counseling

B.S. Tunghai University; M.Ed. University of North Texas; Ph.D. University of North Texas

Stefan C. Dombrowski

Professor, Department of Graduate Education, Leadership, and Counseling

B.B.A. The College of William & Mary; MBA University of Connecticut; M.Ed. The University of Georgia; Ph.D. The University of Georgia

Karen L. Gischlar

Associate Professor, Department of Graduate Education, Leadership, and Counseling

B.S. The College of New Jersey; M.A. The College of New Jersey; Ed.S. Rider University; Ph.D. Lehigh University

Leonard R. Goduto, Jr.

Associate Professor, Department of Graduate Education, Leadership, and Counseling

B.A. Ramapo College of New Jersey; M.Ed. Rutgers, The State University of New Jersey; Ed.D. Columbia University

Tricia Nolfi

Assistant Professor, Department of Graduate Education, Leadership, and Counseling

B.S. The Ohio University; M.Ed. Rutgers, The State University of New Jersey; Ed.D. Rutgers, The State University of New Jersey

Terry L. Pertuit

Assistant Professor, Department of Graduate Education, Leadership, and Counseling

B.M.Ed. Southeastern Louisiana University; M.Ed. Southeastern Louisiana University; Ph.D. The Pennsylvania State University

Christina Hamme Peterson

Professor, Department of Graduate Education, Leadership, and Counseling

B.A. Vassar College; Psy.D. Rutgers, The State University of New Jersey

Kathleen M. Pierce

Professor, Department of Graduate Education, Leadership, and Counseling

B.A. Rowan University; M.Ed. Rutgers, The State University of New Jersey; Ph.D. University of Pennsylvania

Judith Stegmaier-Nappi

Assistant Professor, Department of Graduate Education, Leadership, and Counseling

B.A. Montclair State University; M.A. Montclair State University; Ed.D. Fordham University

WESTMINSTER COLLEGE OF THE ARTS

www.rider.edu/ (<http://www.rider.edu/sfpa>)wca (<http://www.rider.edu/wca>)

Westminster College of the Arts (WCA) offers Rider students the opportunity to study intensively in the arts - whether that plan includes a lifetime career in the arts or personal expression and enrichment found through its exploration. Students can choose from a wide variety of undergraduate and graduate majors including arts administration, dance, fine arts, music education, music theatre, organ performance, piano, music, popular music culture, sacred music, theatre, theory and composition, voice performance and other areas of concentration. See the links below for specific information pertaining to each of the schools in WCA.

- Westminster Choir College (p. 1080)
- School of Fine and Performing Arts (p. 1018)

School of Fine and Performing Arts

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

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

Mission

Westminster College of the Arts

Westminster College of the Arts inspires and empowers innovative artists and leaders to transform communities through the arts.

The School of Fine and Performing Arts

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

challenges the artist within all students and prepares them to contribute to an ever-changing global society.

Health and Safety

Westminster Choir College/Westminster College of the Arts of Rider University, as required by the National Association of Schools of Music, is obligated to inform students and faculty of health and safety issues, hazards, and procedures inherent in practice, performance, teaching, and listening both in general and as applicable to their specific specializations. This includes but is not limited to information regarding hearing, vocal and musculoskeletal health, injury prevention, and the use, proper handling, and operation of potentially dangerous materials, equipment, and technology.

It is important to note that health and safety depends largely on personal decisions made by informed individuals. Rider University has health and safety responsibilities, but fulfillment of these responsibilities cannot and will not ensure any individual's health and safety. Too many factors beyond the university's control are involved.

Each individual is personally responsible for avoiding risk and preventing injuries to themselves before, during, and after study or employment at Rider University. The policies, protocols, and operational procedures developed do not alter or cancel any individual's personal responsibility, or in any way shift personal responsibility for the results of any individual's personal decisions or actions in any instance or over time to the University.

All members of the WCA community are encouraged to visit the university web site for a series of recommendations and resources designed to help each individual to become aware of attend to various issues. The URL for the page is www.rider.edu/wca_healthsafety (http://www.rider.edu/wca_healthsafety) www.rider.edu/student-life/health-wellness/student-health-services/health-safety-sfpa-wcc-students (<http://www.rider.edu/student-life/health-wellness/student-health-services/health-safety-sfpa-wcc-students>)

Full-Time Tuition Inclusion

Full-time tuition charges are incurred by students who enroll for credit loads, including credit equivalents for non-credit and audited courses, which fall within the ranges indicated below. Further charges (p. 1213) are incurred when full-time students exceed maximum load levels, excluding, for School of Fine and Performing Arts majors, recital credits or participation in auditioned choirs or productions.

Full Undergraduate Tuition Includes

- A minimum of 12 and maximum of 18 credits per semester or the equivalent including non-credit courses.
- Primary applied study to the maximum required credits/semesters. (see below)
- Applied dance study to the maximum required credits/semesters. (see below)
- Once all applied music or dance requirements have been completed, all additional lessons or courses will be billed at the elective rate.
- Music students in double major programs with two different primary instruments will be billed for the second applied lesson at the elective rate.

Applied Music Study

Effective as of the fall 2009 semester for all new or readmitted Rider University students on both campuses: For all students whose major

or minor program does not require applied music study, or for those students who have completed applied music requirements, elective fees will apply. All part-time students are charged an applied music fee. Please see below. Registration for applied music study follows this table of suffixes. Students will register for the appropriate course number and suffix, as indicated in the curriculum pages later in this section.

Maximum enrollment under full-time tuition: In B.A.-Popular Music Studies, one half-hour per week of applied music instruction for three semesters; in B.F.A.-Musical Theatre, one hour per week of applied music instruction for six semesters, and one half-hour lesson per week for two semesters; in B.M.-Music Theatre/Piano Track, one hour per week of applied music instruction for eight semesters.

Full-Time Students

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

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

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

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

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

Part-Time Students

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

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

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

Dance Study

Effective as of the fall 2014 semester for all new or readmitted Rider University students on both campuses: For all students whose major or minor program does not require applied dance study under the DAN prefix, or for those students who have completed dance requirements, elective fees will apply. All part-time students are charged a dance fee. Please see below. Registration for applied dance study follows this table of courses. Students will register for the appropriate course number, as indicated in the curriculum pages later in this section.

Maximum enrollment under full-time tuition: In B.A.-Dance/Performance Track, a total of 15 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School (PBS); in B.A.-Dance/Dance Studies Track, a total of 14 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School; in Dance Minor, a total of 8 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School.

Registration for DAN 100 and DAN 300 require a placement completed with dance faculty.

Full-Time Students

DAN 100

- DAN-100-01 – 1-credit required course taken at PBS. Included in tuition – no extra charge. Example: B.A./Dance majors and minors up to the maximum stated above.
- DAN-100-01F – 1-credit elective course taken at PBS. Not included in tuition – \$740 extra per semester. Examples: Student who has completed all required applied dance study in their major, student who has completed all required applied dance study in their minor, or student whose major or minor does not require lessons.

DAN 151 Pilates and Modern – 1-credit course taken at Lawrenceville campus. Included in tuition – no extra charge. Course counts toward the maximum stated above.

DAN 152 World Dance & Improvisation – 1-credit course taken at Lawrenceville campus. Included in tuition – no extra charge. Course counts toward the maximum stated above.

DAN 300

- DAN-300-01 – 2-credit required course taken at PBS. Included in tuition – no extra charge. Example: B.A./Dance majors and minors up to the maximum stated above.
- DAN-300-01F – 2-credit elective course taken at PBS. Not included in tuition – \$1,500 extra per semester. Examples: Student who has completed all required applied dance study in their major, student who has completed all required applied dance study in their minor, or student whose major or minor does not require lessons.

Note: Students choosing to register for both DAN 100-01F and DAN 300-01F as elective study in the same semester will be charged a total fee of \$2,000.00.

Part-Time Students

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

DAN 100

- DAN-100-01P – 1-credit course taken at PBS. Not included in tuition – \$1,050 extra per semester. For majors and minors, course counts toward the maximum stated above.
- DAN-300-01P – 2-credit course taken at PBS. Not included in tuition – \$2,090 extra per semester. For majors and minors, course counts toward the maximum stated above.

Note: Part-time students choosing to register for both DAN-100-01P and DAN-300-01P in the same semester will be charged a total fee of \$3,050.00.

Admission as a Freshman

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

Admissions Office before a decision can be reached. The following are necessary for admission:

Applications

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

Audition/Interview

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

Credentials

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

Standardized Test Scores

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

Placement Testing

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

Music Theory Placement

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

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

Credit-by-Exam

Musical Theatre majors will be required to take exams in music theory, sight singing and piano during their freshmen orientation. Successful completion of the exam will result in credit-by-exam, granting the student credit for the course in lieu of taking the course.

Minimum Grades Needed

For all majors offered in the Theatre & Dance Department students must earn a minimum grade of "C" in those courses required in the major area in order to make satisfactory progress. If a grade of "C-" or lower is earned, the student must repeat the course.

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

At the graduate level, the grade of "D" is not awarded. The lowest passing grade in a graduate course is a "C-."

Course Repeat Policy

All undergraduate and graduate students who are enrolled in a major or minor offered by the Westminster College of the Arts may enroll for a second or subsequent time in any *non-repeatable* WCA course from which they have withdrawn, in which they have earned an "F," or in which they have failed to earn the required minimum grade* according to the following rules:

- 1) Students who have withdrawn from, failed, or failed to achieve the required minimum grade in a required course* in their first attempt at the course may enroll for a 2nd time without permission. All other students must have the permission of the Associate Dean.
- 2) Permission of the dean or associate dean of the college (FPA or WCC) offering the course in question is required in order to enroll in a course for the 3rd time.
- 3) Permission of the Academic Standing Committee of the college (FPA or WCC) offering the course in question is required in order to enroll in a course for the 4th time. Permission for a 4th enrollment will be granted only in rare, extenuating, and documented circumstances.

In all instances, the most recent grade is calculated into the grade point average, and all listings and grades will remain on the transcript.

* Examples include: a minimum grade of "B-" is required in Piano Secondary, a minimum grade of "C" is required in foreign language study in order to progress to the next level in that language.

Academic Dismissal/Conditional Academic Standing

In the Westminster College of the Arts, decisions regarding academic conditional standing and dismissal for poor scholarship are the responsibility of the School of Fine and Performing Arts Academic Standing Committee, the Westminster Choir College Academic Standing Committee, and the Westminster Choir College Graduate Committee. These committees review the academic progress of students, and may recommend a letter of concern, placement on Conditional Academic Standing, or dismissal.

Because a 2.0 cumulative average is required for graduation a student is expected to maintain a 2.0 cumulative grade point average while

enrolled at Rider. Students who fail to maintain at least a 2.0 cumulative average will be reviewed by an academic standing committee and may be dismissed or placed on conditional standing.

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

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

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

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

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

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

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

Dismissal from a Major

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

Readmission

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

General Requirements

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

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

Majors, Minors and Certificates

Program	Major	Minor	Certificate
Arts and Entertainment Industries Management (p. 1021)	✓	✓	
Dance (p. 1028)	✓	✓	
Music Studies (p. 1033)		✓	
Music Theatre (p. 1034)	✓		
Musical Theatre (p. 1050)	✓		
Popular Music Studies (p. 1061)	✓	✓	
Theatre (p. 1071)	✓	✓	

Arts and Entertainment Industries Management

Program Overview

Arts and Entertainment Industries Management combines passion for the arts with the business know-how that keeps the arts an active and integral part of communities. A wide variety of opportunities abound for satisfying and rewarding careers in managing the arts, whether in the growing nonprofit sector or in for-profit entertainment, including: entertainment law, venue management, artist management and representation, producing, producing management, stage management, touring management, fundraising, marketing, educational programming, artist research and development, advocacy, policy development, outreach and gallery management.

Curriculum Overview

The degree requirements within Arts and Entertainment Industries Management (BA) incorporate a core curriculum of 39 credits, as well as a chosen emphasis or concentration comprising 12-15 credits depending upon the emphasis chosen. Each emphasis incorporates studio or applied skills, historical and practical coursework within one or

a combination of two chosen arts discipline(s). In addition, majors select 9 credits of Arts and Entertainment Industries Management electives - courses selected from a list of options which expand professional skills development beyond those specific to the Arts. These range from public relations and communications to professional writing and other options housed beyond the School of Fine and Performing Arts. Rounding out the degree are the general university requirements and a number of "free electives" which commonly are applied to minors or second majors in one of the arts disciplines or related administrative fields of interest (ie: marketing (p. 89), event planning and production (p. 388), business administration (p. 34), etc.).

Degrees Offered

- B.A. in Arts and Entertainment Industries Management: Art Emphasis
- B.A. in Arts and Entertainment Industries Management: Dance Emphasis
- B.A. in Arts and Entertainment Industries Management: General Emphasis
- B.A. in Arts and Entertainment Industries Management: Music Emphasis
- B.A. in Arts and Entertainment Industries Management: Theatre Emphasis

Contact

Dr. Ivan Fuller

Associate Dean and Chairperson
Fine and Performing Arts
Fine Arts 166A
609-895-5630
ifuller@rider.edu

Program Website: Arts and Entertainment Industries Management (<https://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/arts-administration>)

Associated Department: Fine Arts (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs>)

Related Programs

- Popular Music Studies (p. 1061)
- Theatre (p. 1071)
- Dance (p. 1028)

Arts and Entertainment Industries Management Major Requirements

(57 - 60 credits)

To complete the major you must select one area of emphasis to complement your program: Art, Dance, General, Music or Theatre. The requirements for each emphasis are outlined below.

Code	Title	Credits
Select one of the following Emphases:		
Art Emphasis		12
ART 103	Fundamentals of Drawing	
or ART 106	Survey of Art History II	
ART 104	Survey of Art History I	

ART 227	Gallery Management	
One upper level Studio course (painting, drawing, 3-dimensional)		
OR Dance Emphasis		12
AAD 307	Touring and Production Management	
DAN 100	Ballet (level placement required) and two additional studio	
DAN 100	Hip Hop (level placement required)	
DAN 151	Pilates and Modern	
DAN 350	Hist Ballet,Modrn&JazzDance	
THE 107	Acting I: Intro to Acting (or a Design course)	
OR General Emphasis		15
AAD 307	Touring and Production Management	
or ART 227	Gallery Management	
Two studio/applied courses in two different disciplines: MUS, THE, DAN, ART		
Two history courses in two different disciplines: MUS, THE, DAN, ART		
OR Music Emphasis		15
AAD 306	Business and Art of Recording	
AAD 307	Touring and Production Management	
MUS 106	Survey of Music History II	
or MUS 206	History of Pop and Rock Part 2	
MUS 213	Digital Comp of Pop Music I	
Three terms of a Music ensemble or MUS applied/studio course		
OR Theatre Emphasis		12
AAD 307	Touring and Production Management	
THE 106	Theater History Since 1700	
THE 107	Acting I: Intro to Acting (or a Design course)	
THE 115	Stagecraft	

In addition to the Emphasis requirements, the following courses must be completed:

Code	Title	Credits
Arts Administration Core Requirements		
AAD 100	Arts Administration Laboratory (3 semesters required) ¹	0
AAD 121	Intro to Arts Administration	3
AAD 202	Commun/Marketing in Arts	3
AAD 203	Arts Fundraising	3
AAD 204	Arts Outreach & Education	3
AAD 225	Arts Administration Practicum (3 semesters required) ¹	3
AAD 308	Legal Aspects of the Arts	3
AAD 309	Arts Events & Festivals Mgt	3
AAD 350	Arts Venue and Patron Services Management	3
AAD 401	New York Arts Network	3
AAD 491	Arts Management Internship	6
ACC 210	Introduction to Accounting	3
CBA 110	Introduction to Business	3
Total Credits		39

¹ It is highly recommended that these courses be taken as a sequence: Sophomore fall semester; Sophomore spring semester, and Junior fall semester.

Arts Administration Electives

Code	Title	Credits
Select 9 credits from the following:		
AAD 306	Business and Art of Recording ³	9
AAD 351	Crossing Cultural Borders ⁴	
AAD 490	Independent Research and Study ⁵	
AAD 491	Arts Management Internship ⁶	
ACC 210	Introduction to Accounting ⁷	
ACC 220	Managerial Uses of Accounting	
ART 227	Gallery Management ⁸	
BUS 210	Intro to Law: Contracts	
CIS 185	Information Systems Essentials	
CIS 340	Electronic Commerce	9
COM 102	Introduction to News Writing	
COM 107	Persuasive Writing for Media	
COM 212	Publication Design	
COM 261	Multimedia Prod I-Inter Design	
COM 280	Issues in Event Planning	
COM 290	Professional/Strategic Speech	
COM 341	Publicity Methods	
COM 363	Converging Digital Media	
ENG 322	Grant Proposals, Fundraising and Development	9
LDP 200	Foundations of Leadership	
MGT 201	Fund Management & Org Behavior	
MGT 310	Intro to Human Resource Mgmt	
MGT 346	Negotiation	
MGT 363	Management Skills	
MKT 330	International Marketing	
MKT 340	Personal Selling	
MUS 312	The Arts Abroad	

³ Available to non-music emphasis students only.

⁴ This course may be taken more than once for credit.

⁵ Requires a proposal and Dean approval. May be repeated once for credit.

⁶ Requires a proposal and Dean approval. Minors may repeat once for credit.

⁷ Offered to minors only.

⁸ Available to non-art emphasis students only.

Suggested Political Science Courses

Code	Title	Credits
POL 201	Policy Issues, Advocacy, & Budgt	3
POL 210	Public Opinion	3
POL 215	Global Politics	3
POL 325	Public Administration	3

Arts Administration minors may also select from the following electives:

AAD 307	Touring and Production Management	3
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AAD 350	Arts Venue and Patron Services Management	3
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Arts and Entertainment Industries Management Minor Requirements

(18 credits)

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

Code	Title	Credits
Required Courses		
AAD 121	Intro to Arts Administration	3
AAD 202	Commun/Marketing in Arts	3
AAD 204	Arts Outreach & Education	3
or AAD 350	Arts Venue and Patron Services Management	
AAD Electives		6
Select two of the following:		
AAD 203	Arts Fundraising	
AAD 204	Arts Outreach & Education	
AAD 225	Arts Administration Practicum (and Production Tech Credit in Musical Theater, Theater or Dance)	
AAD 306	Business and Art of Recording	
AAD 307	Touring and Production Management	
AAD 308	Legal Aspects of the Arts	
AAD 309	Arts Events & Festivals Mgt	
AAD 350	Arts Venue and Patron Services Management	
AAD 351	Crossing Cultural Borders	
AAD 375	Special Topics: Arts Admin	
ART 227	Gallery Management	
Other Elective		3
Select one of the following:		
ACC 210	Introduction to Accounting	
CBA 110	Introduction to Business	
COM 212	Publication Design	
ENG 322	Grant Proposals, Fundraising and Development	
MKT 340	Personal Selling	

Total Credits 18

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Art Emphasis (p. 1024)**Dance Emphasis** (p. 1024)**General Emphasis** (p. 1025)**Music Emphasis** (p. 1025)**Theatre Emphasis** (p. 1026)

Arts and Entertainment Industries Management - Art Emphasis

Course	Title	Credits
Year 1		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 121	Intro to Arts Administration	3
ART 103	Fundamentals of Drawing	3
General Education Requirements		9
Semester Credit Hours		15
Spring Semester		
AAD 202	Commun/Marketing in Arts	3
CBA 110	Introduction to Business	3
ART 104	Survey of Art History I	3
or ART 106	or Survey of Art History II	
General Education Requirements		6
Semester Credit Hours		15
Year 2		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 225	Arts Administration Practicum	1
AAD 203	Arts Fundraising	3
Advanced Art Studio Course		3
Free Elective		3
General Education Requirements		6
Semester Credit Hours		16
Spring Semester		
AAD 100	Arts Administration Laboratory	0
AAD 225	Arts Administration Practicum	1
AAD 204	Arts Outreach & Education	3
ACC 210	Introduction to Accounting	3
Arts Administration Elective		3
Free Elective		3
General Education Requirement		3
Semester Credit Hours		16
Year 3		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 225	Arts Administration Practicum	1
Arts Administration Elective Course		3
Free Elective Courses		6
General Education Requirements		6
Semester Credit Hours		16
Spring Semester		
AAD 308	Legal Aspects of the Arts	3
Arts Administration Elective		3
Free Electives		6

General Education Requirement		3
Semester Credit Hours		15
Year 4		
Fall Semester		
AAD 350	Arts Venue and Patron Services Management	3
ART 227	Gallery Management	3
Free Electives		9
Semester Credit Hours		15
Spring Semester		
AAD 401	New York Arts Network	3
AAD 309	Arts Events & Festivals Mgt	3
AAD 491	Arts Management Internship	6
Semester Credit Hours		12
Total Credit Hours for Graduation		120

Arts and Entertainment Industries Management - Dance Emphasis

Course	Title	Credits
Year 1		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 121	Intro to Arts Administration	3
DAN 151	Pilates and Modern	1
DAN 350	History of Ballet, Modern & Jazz Dance	3
General Education Requirements		9
Semester Credit Hours		16
Spring Semester		
AAD 202	Commun/Marketing in Arts	3
CBA 110	Introduction to Business	3
DAN 100	Fundamentals of Dance (Ballet - placement level required)	1
General Education Requirements		9
Semester Credit Hours		16
Year 2		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 203	Arts Fundraising	3
AAD 225	Arts Administration Practicum	1
THE 218	Stage Lighting	3
or THE 110	or Acting II: Scene Study	
DAN 100	Fundamentals of Dance (Ballet Studio Elective)	1
Free Elective		1
General Education Requirements		6
Semester Credit Hours		15
Spring Semester		
AAD 100	Arts Administration Laboratory	0
AAD 204	Arts Outreach & Education	3
AAD 225	Arts Administration Practicum	1
ACC 210	Introduction to Accounting	3
DAN 100	Fundamentals of Dance (Ballet Studio elective)	1
Arts Administration Elective		3
Free Elective		3

General Education Requirement	3
Semester Credit Hours	17
Year 3	
Fall Semester	
AAD 100 Arts Administration Laboratory	0
AAD 225 Arts Administration Practicum (Arts Administration Elective)	1
DAN 100 Fundamentals of Dance (Hip Hop)	1
Arts Administration Elective	3
Free Electives	6
General Education Requirement	3
Semester Credit Hours	14
Spring Semester	
AAD 308 Legal Aspects of the Arts	3
Arts Administration Elective	3
Free Electives	6
General Education Requirement	3
Semester Credit Hours	15
Year 4	
Fall Semester	
AAD 350 Arts Venue and Patron Services Management	3
AAD 307 Touring and Production Management	3
Free Electives	9
Semester Credit Hours	15
Spring Semester	
AAD 401 New York Arts Network	3
AAD 309 Arts Events & Festivals Mgt	3
AAD 491 Arts Management Internship	6
Semester Credit Hours	12
Total Credit Hours for Graduation	120

Arts and Entertainment Industries Management - General Emphasis

Course	Title	Credits
Year 1		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 121	Intro to Arts Administration	3
	Arts Emphasis-Specific History (1 of 2)	3
	General Education Requirements	9
	Semester Credit Hours	15
Spring Semester		
AAD 202	Commun/Marketing in Arts	3
CBA 110	Introduction to Business	3
	Arts Discipline-Specific Studio/Applied (1 of 2)	3
	General Education Requirement	6
	Semester Credit Hours	15
Year 2		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 203	Arts Fundraising	3
AAD 225	Arts Administration Practicum	1

Arts Discipline-Specific History (2 of 2)	3
Free Elective	3
General Education Requirements	6
Semester Credit Hours	16
Spring Semester	
AAD 100 Arts Administration Laboratory	0
AAD 204 Arts Outreach & Education	3
AAD 225 Arts Administration Practicum	1
ACC 210 Introduction to Accounting	3
Arts Administration Elective	3
Free Elective	3
General Education Requirement	3
Semester Credit Hours	16

Year 3		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 225	Arts Administration Practicum	1
Arts Administration Elective		3
Arts Discipline-Specific Studio/Applied (2 of 2)		3
Free Elective		3
General Education Requirements		6
Semester Credit Hours		16
Spring Semester		
AAD 308	Legal Aspects of the Arts	3
Arts Administration Elective		3
Free Electives		6
General Education Requirement		3
Semester Credit Hours		15

Year 4		
Fall Semester		
AAD 307 or ART 227	Touring and Production Management or Gallery Management	3
AAD 350	Arts Venue and Patron Services Management	3
Free Electives		9
Semester Credit Hours		15
Spring Semester		
AAD 309	Arts Events & Festivals Mgt	3
AAD 401	New York Arts Network	3
AAD 491	Arts Management Internship	6
Semester Credit Hours		12
Total Credit Hours for Graduation		120

Arts and Entertainment Industries Management - Music Emphasis

Course	Title	Credits
Year 1		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 121	Intro to Arts Administration	3
MUS 106	Survey of Music History II (MUS 206)	3
	Music Ensemble (Arts Administration or other)	1

General Education Requirements	9
Semester Credit Hours	16
Spring Semester	
AAD 202 Commun/Marketing in Arts	3
CBA 110 Introduction to Business	3
Music Ensemble (Arts Administration or other)	1
General Education Requirements	6
Semester Credit Hours	13
Year 2	
Fall Semester	
AAD 100 Arts Administration Laboratory	0
AAD 203 Arts Fundraising	3
AAD 225 Arts Administration Practicum	1
MUS 213 Digital Comp of Pop Music I	3
Music Ensemble (Arts Administration or other)	1
Free Elective	3
General Education Requirements	6
Semester Credit Hours	17
Spring Semester	
AAD 100 Arts Administration Laboratory	0
AAD 204 Arts Outreach & Education	3
AAD 225 Arts Administration Practicum	1
ACC 210 Introduction to Accounting	3
Arts Administration Elective	3
Free Elective	3
General Education Requirement	3
Semester Credit Hours	16
Year 3	
Fall Semester	
AAD 100 Arts Administration Laboratory	0
AAD 225 Arts Administration Practicum	1
Arts Administration Elective	3
Free Electives	6
General Education Requirements	6
Semester Credit Hours	16
Spring Semester	
AAD 306 Business and Art of Recording	3
AAD 308 Legal Aspects of the Arts	3
Arts Administration Elective	3
Free Elective	3
General Education Requirement	3
Semester Credit Hours	15
Year 4	
Fall Semester	
AAD 307 Touring and Production Management	3
AAD 350 Arts Venue and Patron Services Management	3
Free Electives	9
Semester Credit Hours	15
Spring Semester	
AAD 309 Arts Events & Festivals Mgt	3
AAD 401 New York Arts Network	3

AAD 491 Arts Management Internship	6
Semester Credit Hours	12
Total Credit Hours for Graduation	120

Arts and Entertainment Industries Management - Theatre Emphasis

Course	Title	Credits
Year 1		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 121	Intro to Arts Administration	3
THE 107	Acting I: Intro to Acting	3
or THE 317	or Scenic Design	
General Education Requirements		9
Semester Credit Hours		15
Spring Semester		
AAD 202	Commun/Marketing in Arts	3
CBA 110	Introduction to Business	3
Free Elective		3
General Education Requirements		6
Semester Credit Hours		15
Year 2		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 203	Arts Fundraising	3
AAD 225	Arts Administration Practicum	1
THE 115	Stagecraft	3
Free Elective		3
General Education Requirements		6
Semester Credit Hours		16
Spring Semester		
AAD 100	Arts Administration Laboratory	0
AAD 204	Arts Outreach & Education	3
AAD 225	Arts Administration Practicum	1
ACC 210	Introduction to Accounting	3
THE 106	Theater History Since 1700	3
Arts Administration Elective		3
General Education Requirement		3
Semester Credit Hours		16
Year 3		
Fall Semester		
AAD 100	Arts Administration Laboratory	0
AAD 225	Arts Administration Practicum	1
Arts Administration Elective		3
Free Electives		6
General Education Requirements		6
Semester Credit Hours		16
Spring Semester		
AAD 308	Legal Aspects of the Arts	3
Arts Administration Elective		3
Free Electives		6

General Education Requirement	3
Semester Credit Hours	15
Year 4	
Fall Semester	
AAD 307 Touring and Production Management	3
AAD 350 Arts Venue and Patron Services Management	3
Free Electives	9
Semester Credit Hours	15
Spring Semester	
AAD 401 New York Arts Network	3
AAD 309 Arts Events & Festivals Mgt	3
AAD 491 Arts Management Internship	6
Semester Credit Hours	12
Total Credit Hours for Graduation	120

Courses and Descriptions

AAD 100 Arts Administration Laboratory 0 Credits

Arts Administration majors explore, expand and employ practical application skillsets relative to required Practicum work and sequentially in preparation for required Internship(s) and eventual employment over three sequential semesters: Sophomore Fall, Sophomore Spring and Junior Fall. Lab coincides with and supports work being done in satisfaction of three, 1-credit practicum credits that must be registered simultaneously.

AAD 121 Intro to Arts Administration 3 Credits

A survey course that covers topics relevant to administering the arts, and includes reviewing state and federal legislation to non-profit organizations, non-profit agency structure, long range planning, board development, marketing, fundraising, public relations, advocacy, budget, human resources and ongoing compliance issues. Students will have opportunities to interact with professionals in the field and explore career options.

AAD 202 Commun/Marketing in Arts 3 Credits

Intended for arts or business majors interested in arts management, this course immerses students in the fundamentals of promoting the arts, from grassroots public relations to basic marketing concepts and applications. Students will have opportunities to interact with professionals in the field and explore career options.

Prerequisite(s): AAD 121 and LL 131, or permission of instructor.

AAD 203 Arts Fundraising 3 Credits

Provides students with an understanding of the ethics, strategies and practices of fundraising for non-profit arts agencies. Students gain an understanding of the role of the development office in a non-profit arts agency, prepare for careers in arts management by increasing the skills necessary to function, and learn to plan a multi-faceted fundraising campaign effectively.

Prerequisite(s): CMP 120 or LL 131.

AAD 204 Arts Outreach & Education 3 Credits

This course examines essential educational components of arts institutions, how they evolve and are produced, and will assess the importance of educational programming to arts organizations and the communities they serve.

Prerequisite(s): AAD 121.

AAD 225 Arts Administration Practicum 1 Credits

Under faculty advisement and project site supervision, students complete a total of three, 1-credit (33-hour) "mini-internships" or practicum projects in service to the field, sequentially in the Sophomore Fall, Sophomore Spring, and Junior Fall semesters, simultaneous to Arts Administration Lab. The first practicum project is in connection with Box Office and Patron Service to Rider Performing Arts. The second is in connection with a project of the student's choosing in service to the arts on campus or beyond. The third is in connection with a project of the student's choosing in service to the field in an outside, professional setting.

Prerequisite(s): AAD 121.

AAD 306 Business and Art of Recording 3 Credits

Survey of the recording industry. Responsibilities of the label and producer, copyrights, royalties, residuals, publishing, contracts and artist development, promotion, distribution, product management, domestic and international licensing, and related technology.

Prerequisite(s): AAD 121 and CBA 110 Introduction to Business.

AAD 307 Touring and Production Management 3 Credits

Organizing, marketing and managing tours. Responsibilities of the booking agent, tour manager, and performers. Case studies, relationships, contracts with venues, transportation companies, housing, and unions, budgeting, press kits, and insurance.

Prerequisite(s): AAD 121, CBA 110.

AAD 308 Legal Aspects of the Arts 3 Credits

A survey of legal issues in the arts and entertainment industries, examining the relationship between arts and the law – from cultural property rights to intellectual property, copyright and beyond.

Prerequisite(s): AAD 121.

AAD 309 Arts Events & Festivals Mgt 3 Credits

Students learn to develop, produce, and staff successful arts events while refining planning skills through practice with theoretical and real arts event venues and participating in the production and management of actual events.

Prerequisite(s): AAD 121.

AAD 350 Arts Venue and Patron Services Management 3 Credits

Integrating workplace with organizational mission: administration, staff, general public, artists. Internal control, artist/employee contracts, collective bargaining, health and safety issues, facilities operation, inventory, cultivation and maintenance of clientele and audience.

Prerequisite(s): AAD 121.

AAD 351 Crossing Cultural Borders 3 Credits

Course includes two weeks at an international arts organization, meeting and shadowing administrative staff, studying management styles, finance, and operational procedures, and attending all possible events during the visit. Travel fee required. May be repeated.

Prerequisite(s): Junior standing.

AAD 375 Special Topics: Arts Admin 3 Credits

Intensive study or activity in a specific area of Arts Administration. The content will vary with social/cultural events and/or interests and qualifications of the professor. May be repeated for credit. Fee may be required.

Prerequisite(s): AAD 121 or CBA 110 or permission of instructor.

AAD 401 New York Arts Network 3 Credits

Students learn how arts institutions of varying scope, size and function and how administrators keep them running by spending focused, intensive time with them on their own turf.

Prerequisite(s): AAD 121, AAD 202 and AAD 203.

AAD 490 Independent Research and Study 1-4 Credits

This self-motivated, self-directed course culminates in a complete project. The student and the faculty advisor will mutually develop the scope of each project. It will be designed to demonstrate the student's entrepreneurial skills and provide an opportunity for practical application of the curriculum.

Prerequisite(s): AAD 202, AAD 203, and either AAD 121 or CBA 110.

AAD 491 Arts Management Internship 3-12 Credits

Arts Administration majors are required to spend 13 weeks of on-site participation in a broad range of daily operations at an internship site. In addition, there are group meetings with all students participating in internships and site-analysis assignments given under the direction of Arts and Sciences faculty. Students may enroll for a maximum of 6 credits of internships.

Prerequisite(s): Junior standing.

Dance

Program Overview

Rider University's four-year degree in dance is performance-oriented, providing courses in dance history, movement theory, choreography and pedagogy. Students have the option of receiving a degree in Dance Studies if majoring in elementary education, in Dance Performance, or a minor in dance. All students must take a placement test before entering the program.

Degrees Offered

- B.A. in Dance Performance
- B.A. in Dance Studies

Contact

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Fine Arts 166A
(609) 895-5630
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Program Website: Dance (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/dance>)

Associated Department: Theatre (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/theatre>) and Dance (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/dance>)

Related Programs:

- Arts Administration (p. 1021)
- Musical Theatre (p. 1050)

B.A. in Dance Performance

(120 credits)

Code	Title	Credits
Ensemble / Performance		
DAN 210 or DAN 210T	Rider Dances: Repertory & Productions Rider Dances Rep&Produc:Tech	5
DAN 111	Dance Lab (Repeat 4 times)	0
DAN 498 or DAN 499	Senior Capstone Seniors Honor Program	3
Applied (Dance Studio)		
DAN 112	Ballet I: The Point of Departure	1
DAN 113	Ballet II: Next Steps	1
DAN 201	Vaganova I	1
DAN 202	Vaganova II	1
DAN 151	Pilates and Modern	1
DAN 152	World Dance & Improvisation	1
DAN 100 / DAN 300:		
	Ballet Electives (level 3 or above)	3
	Modern Dance (1 section)	.5
	Choreography or Improvisation (1 section)	.5
	Studio Electives	5
THE 107	Acting I: Intro to Acting	3
History and Theory		
DAN 105	Survey of Dance History	3
DAN 180	History of Movement Theory (Major Requirements)	3
DAN 190	Dalcroze Eurythmics	3
DAN 220	History of Choreography	3
DAN 350	Hist Ballet,Modrn&JazzDance	3
DAN 450	Pedagogy and Methodology in Dance	3
	Select one of the following:	3
THE 106	Theater History Since 1700	
ART 104	Survey of Art History I	
ART 106	Survey of Art History II	
MUS 105	Survey of Music History I	
MUS 106	Survey of Music History II	
SFPA General Education Requirements		33
	See SFPA Core Requirements Page (p. 1079)	
Free Electives		40
Total Credits		120

B.A. in Dance Studies

(120 credits)

Code	Title	Credits
Ensemble / Performance		
DAN 111	Dance Lab (4 terms)	0
Applied (Dance Studio)		
	Ballet (10 courses, .5 credit each)	5
	Studio Electives (.5 credits each)	4.5
DAN 112	Ballet I: The Point of Departure	1
DAN 113	Ballet II: Next Steps	1
DAN 151	Pilates and Modern	1
DAN 152	World Dance & Improvisation	1
	Coreography or Improvisation	.5
Dance History and Theory		

DAN 105	Survey of Dance History	3
DAN 190	Dalcroze Eurythmics	3
DAN 350	Hist Ballet,Modrn&JazzDance	3

Art, Music, and Theatre History

Select one of the following: 3

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

Select one of the following: 3

MUS 105	Survey of Music History I
MUS 106	Survey of Music History II
MUS 204	Jazz History
MUS 205	History of Pop and Rock Part I
MUS 206	History of Pop and Rock Part 2
MUS 208	Music of the Theater
MUS 209	Great Composers
MUS 218	Postmodernism & Populr Culture
MUS 300	Beethoven and the Romantic Age
MUS 304	Music of the Beatles
MUS 306	Contemp Music Experience
MUS 309	Film Music
MUS 315	Black Music in America

Select one of the following: 3

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

General Education 33

See the School of Education

Free electives needed 55

Total Credits 120

Notes:

- Studio dance classes are taught at both the Lawrenceville campus of Rider University and the Princeton Ballet School.
- All new dance students must take a placement exam.
- All dance majors and minors must take one semester of Pilates, one semester of World Dance, and either one semester of choreography/improvisation or DAN 220 History of Choreography.
- All majors and minors must have a Dance Screening with a certified Dance Physical Therapist.
- Majors and minors must successfully complete Ballet 301 or equivalent to receive a degree.

- All students enrolled in DAN 210 and performing in Rider Dances are expected to be currently studying dance at PBS or enrolled in a Rider University dance studio course.

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Dance Minor Requirements

(19 credits)

Code	Title	Credits
Choose two of the following:		6
DAN 105	Survey of Dance History	
or DAN 180	History of Movement Theory	
or DAN 220	History of Choreography	
or DAN 350	Hist Ballet,Modrn&JazzDance	
DAN 111	Dance Lab (4 semesters)	0
DAN 151	Pilates and Modern	1
DAN 152	World Dance & Improvisation	1
DAN 190	Dalcroze Eurythmics	3
DAN 210	Rider Dances: Repertory & Productions	1
DAN 210T	Rider Dances Rep&Produc:Tech	1
Six semester hours of dance from the Princeton Ballet School		6
Total Credits		19

B.A. in Dance Performance

(120 credits)

Code	Title	Credits
Ensemble / Performance		
DAN 210	Rider Dances: Repertory & Productions	5
or DAN 210T	Rider Dances Rep&Produc:Tech	
DAN 111	Dance Lab (Repeat 4 times)	0
DAN 498	Senior Capstone	3
or DAN 499	Seniors Honor Program	
Applied (Dance Studio)		
DAN 112	Ballet I: The Point of Departure	1
DAN 113	Ballet II: Next Steps	1
DAN 201	Vaganova I	1
DAN 202	Vaganova II	1
DAN 151	Pilates and Modern	1
DAN 152	World Dance & Improvisation	1

DAN 100 / DAN 300:		
Ballet Electives (level 3 or above)		3
Modern Dance (1 section)		.5
Choreography or Improvisation (1 section)		.5
Studio Electives		5
THE 107	Acting I: Intro to Acting	3
History and Theory		
DAN 105	Survey of Dance History	3
DAN 180	History of Movement Theory (Major Requirements)	3
DAN 190	Dalcroze Eurythmics	3
DAN 220	History of Choreography	3
DAN 350	Hist Ballet,Modrn&JazzDance	3
DAN 450	Pedagogy and Methodology in Dance	3

Select one of the following:	3
THE 106 Theater History Since 1700	
ART 104 Survey of Art History I	
ART 106 Survey of Art History II	
MUS 105 Survey of Music History I	
MUS 106 Survey of Music History II	
SFPA General Education Requirements	33
See SFPA Core Requirements Page (p. 1079)	
Free Electives	40
Total Credits	120

B.A. in Dance Studies

(120 credits)

Code	Title	Credits
Ensemble / Performance		
DAN 111	Dance Lab (4 terms)	0
Applied (Dance Studio)		
Ballet (10 courses, .5 credit each)		5
Studio Electives (.5 credits each)		4.5
DAN 112	Ballet I: The Point of Departure	1
DAN 113	Ballet II: Next Steps	1
DAN 151	Pilates and Modern	1
DAN 152	World Dance & Improvisation	1
Coreography or Improvisation		.5
Dance History and Theory		
DAN 105	Survey of Dance History	3
DAN 190	Dalcroze Eurythmics	3
DAN 350	Hist Ballet,Modrn&JazzDance	3
Art, Music, and Theatre History		
Select one of the following:		3
ART 104	Survey of Art History I	
ART 106	Survey of Art History II	
ART 199	Arts in Contemporary Civilization	
ART 201	Art of the Ancient World	
ART 207	Medieval and Renaissance Art	
ART 209	Art of the Baroque	
ART 214	American Art	
ART 303	19th Century Art	
ART 306	Art of the 20th Century	
ART 495	Selected Topics in Art History	
Select one of the following:		3
MUS 105	Survey of Music History I	
MUS 106	Survey of Music History II	
MUS 204	Jazz History	
MUS 205	History of Pop and Rock Part I	
MUS 206	History of Pop and Rock Part 2	
MUS 208	Music of the Theater	
MUS 209	Great Composers	
MUS 218	Postmodernism & Populr Culture	
MUS 300	Beethoven and the Romantic Age	
MUS 304	Music of the Beatles	
MUS 306	Contemp Music Experience	

MUS 309	Film Music	
MUS 315	Black Music in America	
Select one of the following:		3
THE 105	Theatre History to 1700	
THE 106	Theater History Since 1700	
THE 199	The Arts in Contemporary Civil	
THE 306	American Theatre History	
THE 307	Contemporary American Theater	
THE 308	Modern Drama	
THE 495	Selected Topics in Theatre His	
General Education		33
See the School of Education		
Free electives needed		55
Total Credits		120

Notes:

- Studio dance classes are taught at both the Lawrenceville campus of Rider University and the Princeton Ballet School.
- All new dance students must take a placement exam.
- All dance majors and minors must take one semester of Pilates, one semester of World Dance, and either one semester of choreography/improvisation or DAN 220 History of Choreography.
- All majors and minors must have a Dance Screening with a certified Dance Physical Therapist.
- Majors and minors must successfully complete Ballet 301 or equivalent to receive a degree.
- All students enrolled in DAN 210 and performing in Rider Dances are expected to be currently studying dance at PBS or enrolled in a Rider University dance studio course.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

B.A. in Dance Performance (p. 1030)

B.A. in Dance Studies (p. 1031)

B.A. in Dance Performance

Course	Title	Credits
Year 1		
Fall Semester		
DAN 111	Dance Lab	0
DAN 112	Ballet I: The Point of Departure	1
DAN 105	Survey of Dance History	3
DAN 151	Pilates and Modern	1
General Education/Electives		10
Semester Credit Hours		15
Spring Semester		
DAN 111	Dance Lab	0
DAN 113	Ballet II: Next Steps	1
DAN 152	World Dance & Improvisation	1
DAN 350	History of Ballet, Modern & Jazz Dance	3

DAN 210T	Rider Dances Rep&Produc:Tech	1
General Education/Electives		9
Semester Credit Hours		15
Year 2		
Fall Semester		
DAN 180	History of Movement Theory	3
DAN 300	Lecture & Studio in Dance	2
DAN 111	Dance Lab	0
THE 107	Acting I: Intro to Acting	3
General Education/Electives		3
DAN 201	Vaganova I	1
DAN 190	Dalcroze Eurythmics	3
Semester Credit Hours		15
Spring Semester		
DAN 210T	Rider Dances Rep&Produc:Tech	1
DAN 111	Dance Lab	0
DAN 300	Lecture & Studio in Dance	2
General Education/Electives		11
DAN 202	Vaganova II	1
Semester Credit Hours		15
Year 3		
Fall Semester		
DAN 100	Fundamentals of Dance	1
DAN 220	History of Choreography	3
DAN 300	Lecture & Studio in Dance	2
DAN 111	Dance Lab	0
General Education/Electives		9
Semester Credit Hours		15
Spring Semester		
DAN 210	Rider Dances: Repertory & Productions	1
DAN 300	Lecture & Studio in Dance	2
DAN 111	Dance Lab	0
Arts History elective		3
General Education/Electives		9
Semester Credit Hours		15
Year 4		
Fall Semester		
DAN 450	Pedagogy and Methodology in Dance	3
DAN 300	Lecture & Studio in Dance	2
DAN 111	Dance Lab	0
General Education/Electives		9
Semester Credit Hours		14
Spring Semester		
DAN 100	Fundamentals of Dance	1
DAN 498	Senior Capstone	3
DAN 300	Lecture & Studio in Dance	2
DAN 210	Rider Dances: Repertory & Productions	1
DAN 111	Dance Lab	0
General Education/Electives		9
Semester Credit Hours		16
Total Credit Hours for Graduation		120

B.A. in Dance Studies

Course	Title	Credits
Year 1		
Fall Semester		
DAN 105	Survey of Dance History	3
DAN 111	Dance Lab	0
DAN 151	Pilates and Modern	1
General Education/Electives		10
DAN 112	Ballet I: The Point of Departure	1
Semester Credit Hours		15
Spring Semester		
DAN 111	Dance Lab	0
General Education/Electives		10
DAN 350	History of Ballet, Modern & Jazz Dance	3
DAN 152	World Dance & Improvisation	1
DAN 113	Ballet II: Next Steps	1
Semester Credit Hours		15
Year 2		
Fall Semester		
DAN 300	Lecture & Studio in Dance	2
DAN 111	Dance Lab	0
Arts History elective		3
General Education/Electives		10
Semester Credit Hours		15
Spring Semester		
DAN 190	Dalcroze Eurythmics	3
DAN 300	Lecture & Studio in Dance	2
DAN 111	Dance Lab	0
General Education/Electives		10
Semester Credit Hours		15
Year 3		
Fall Semester		
DAN 300	Lecture & Studio in Dance	2
DAN 100	Fundamentals of Dance	1
Arts History elective		3
General Education/Electives		9
Semester Credit Hours		15
Spring Semester		
DAN 300	Lecture & Studio in Dance	2
Arts History elective		3
General Education/Electives		10
Semester Credit Hours		15
Year 4		
Fall Semester		
DAN 300	Lecture & Studio in Dance	2
DAN 100	Fundamentals of Dance	1
General Education/Electives		12
Semester Credit Hours		15
Spring Semester		
DAN 498	Senior Capstone	3
DAN 300	Lecture & Studio in Dance	2

DAN 210	Rider Dances: Repertory & Productions	1
General Education/Electives		9
Semester Credit Hours		15
Total Credit Hours for Graduation		120

DAN 100 Fundamentals of Dance 1 Credits

Designed to offer students concurrent participation and theoretical inquiry in specific dance forms. Students must register for two classes per week at the Princeton Ballet School. One additional hour per week is comprised of video observation, lecture, or readings, and is taught at Rider's Lawrenceville campus. Prerequisite(s): permission of dance advisor; Dance Studio Courses Ballet I.

DAN 100A Ballet I 0 Credits**DAN 100B Ballet II 0 Credits****DAN 100C Ballet III 0 Credits****DAN 100D Ballet IV 0 Credits****DAN 100E Ballet V 0 Credits****DAN 100F Ballet VI 0 Credits****DAN 100G Jazz I 0 Credits****DAN 100H Jazz II 0 Credits****DAN 100I Jazz III 0 Credits****DAN 100J Modern Dance I 0 Credits****DAN 100K Modern Dance II 0 Credits****DAN 100L Modern Dance III 0 Credits****DAN 100M Spanish Dance I 0 Credits****DAN 100N Spanish Dance II 0 Credits****DAN 100O Spanish Dance III 0 Credits****DAN 100P Pilates Mat Class 0 Credits****DAN 100Q Accelerated Adult Ballet I 0 Credits****DAN 100R Accelerated Adult Ballet II 0 Credits****DAN 100S Accelerated Adult Ballet III 0 Credits****DAN 100T Accelerated Adult Ballet IV 0 Credits****DAN 100U World Dance Forms 0 Credits****DAN 100V Yoga 0 Credits****DAN 100W Tap 0 Credits****DAN 100X Ballet VII 0 Credits****DAN 100Y Choreography 0 Credits****DAN 100Z Movement Fundamentals 0 Credits****DAN 105 Survey of Dance History 3 Credits**

An introductory course to familiarize students with the breadth and depth of dance in human society. It will chronologically examine dance through four lenses: Dance and Community, Dance and Religion, Dance and Politics, and Dance as Art. Students will be exposed to various dance forms from around the world with varying purposes, functions, and motivations from the beginning of recorded history to present.

DAN 111 Dance Lab 0 Credits**DAN 112 Ballet I: The Point of Departure 1 Credits**

This is an entry-level, mandatory ballet class that covers all of the safest fundamental practices, including proper use of alignment, feet, rotation, and use of the core in the classical vocabulary.

DAN 113 Ballet II: Next Steps 1 Credits

This is a continuation of the safest fundamental practices covered in Ballet I, including proper use of alignment, feet, rotation, and use of the core in the classical vocabulary. In addition this course extends the coverage of discourse, terminology and vocabulary of the classical technique.

DAN 151 Pilates and Modern 1 Credits**DAN 152 World Dance & Improvisation 1 Credits****DAN 180 History of Movement Theory 3 Credits**

Investigation of the mind-body connection, somatic experience, body therapies, movement and theories. The essential questions are: How is it that we move with awareness, fluidity, efficiency and precision?

DAN 190 Dalcroze Eurythmics 3 Credits

This movement course familiarizes students with the basic elements of music theory (staff, clefs, time signatures, notations, chords, etc.) and the Dalcroze principles regarding music, movement and improvisation.

DAN 201 Vaganova I 1 Credits

This studio course focuses on fundamental knowledge about the vocabulary, discourse, performance and style of the classical ballet, especially as it pertains to the Vaganova Technique.

DAN 202 Vaganova II 1 Credits

This studio course continues the development of knowledge concerning the vocabulary, discourse, performance and style of the classical ballet, especially as it pertains to the Vaganova Technique. Repeatable twice for total of three times taken. May only be repeated if there are open spots after those taking it for the first time have registered.

Prerequisite(s): DAN 201.

DAN 210 Rider Dances: Repertory & Productions 1 Credits

This course provides an in-depth experience with the art of dance production from creation to performance. Students will be chosen to learn and perform repertory; fulfill technical roles such as sound, lighting and costume design; and assume production and managerial responsibilities such as promotion, publicity, front of house management and stage management.

Prerequisite(s): permission of instructor.

DAN 210T Rider Dances Rep&Produc:Tech 1 Credits**DAN 220 History of Choreography 3 Credits**

This course prepares the dance student for the creating of dance through critical analysis, reading, writing and practical assignments. Students will examine creative process as applied to dance artists and various forms of dance.

DAN 300 Lecture & Studio in Dance 2 Credits

Dance 300 series is also designed to offer students concurrent participation and theoretical inquiry in specific dance forms. Students must register for four classes per week at the Princeton Ballet School. One additional hour is comprised of video observation, lecture, or readings and is held at Rider's Lawrenceville campus. Prerequisite(s): permission of instructor; Dance Studio Courses Ballet I.

DAN 300A Ballet I 0 Credits

DAN 300B Ballet II 0 Credits

DAN 300C Ballet III 0 Credits

DAN 300D Ballet IV 0 Credits

DAN 300E Ballet V 0 Credits

DAN 300F Ballet VI 0 Credits

DAN 300G Jazz I 0 Credits

DAN 300H Jazz II 0 Credits

DAN 300I Jazz III 0 Credits

DAN 300J Modern Dance I 0 Credits

DAN 300K Modern Dance II 0 Credits

DAN 300L Modern Dance III 0 Credits

DAN 300M Spanish Dance I 0 Credits

DAN 300N Spanish Dance II 0 Credits

DAN 300O Spanish Dance III 0 Credits

DAN 300P Pilates Mat Class 0 Credits

DAN 300Q Accelerated Adult Ballet I 0 Credits

DAN 300R Accelerated Adult Ballet II 0 Credits

DAN 300S Accelerated Adult Ballet III 0 Credits

DAN 300T Accelerated Adult Ballet IV 0 Credits

DAN 300U World Dance Forms 0 Credits

DAN 300V Yoga 0 Credits

DAN 300W Tap 0 Credits

DAN 300X Ballet VII 0 Credits

DAN 300Y Choreography 0 Credits

DAN 300Z Movement Fundamentals 0 Credits

DAN 350 History of Ballet, Modern & Jazz Dance 3 Credits

Studies the major periods in the development of Western Theatrical Dance from the Renaissance to the present focusing on ballet, modern, jazz, tap and musical theater dance. The course will examine the ideas and individuals that caused the development of choreographers, producers, designers and productions.

DAN 450 Pedagogy and Methodology in Dance 3 Credits

This course provides the student with first-hand experience inside a classroom setting to broaden the students' understanding of dance techniques, teaching styles and strategies, analysis of skills and critical feedback, class preparation and design, and assessment. Course requirements include off-campus field work. Cross-listing existing entry-level teaching course with analogous graduate-level course (CURR 711).

DAN 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

DAN 491 Internship in Dance 1-4 Credits

Provides junior or senior dance majors with the practical experience of working within an educational or professional dance environment. Students must be sponsored by a dance professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

DAN 493 Special Topics in Dance Studio 1 Credits

This class covers a discrete movement style, technique, or form such as the choreography of Balanchine, the technique of Cecchetti or dance theater fusion.

Prerequisite(s): DAN 100.

DAN 495 Selected Topics in Dance History 3 Credits

Intensive study of a particular topic in dance history or theory. This may include one era, movement or nation's dance history and practice. Students will become deeply involved in an area through research, class discussions and group projects.

DAN 498 Senior Capstone 3 Credits

DAN 499 Seniors Honor Program 3 Credits

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

Music Studies

Program Overview

The music studies minor provides students with insights that can help connect them to professional careers in music. Students will work closely with renowned faculty and recognized professionals in a variety of areas of study.

Degree Offered

- Minor in Music Studies

Contact

Ivan Fuller, Ph.D.

Chairperson, Fine Arts Department

Fine Arts 166

609-895-5630

ifuller@rider.edu

Program website: www.rider.edu (<http://www.rider.edu/sfpa>)

Associated Department/College: School of Fine & Performing Arts

Related Programs

- Arts Administration (p. 1021)
- Popular Music Studies (p. 1061)

Music Studies Minor

(18 credits)

Code	Title	Credits
Music		

MUS 105	Survey of Music History I	3
MUS 106	Survey of Music History II	3
Electives		
Select four of the following; at least two must be at the 300 or 400 level:		12
MUS 204	Jazz History	
MUS 205	History of Pop and Rock Part I	
MUS 206	History of Pop and Rock Part 2	
MUS 208	Music of the Theater	
MUS 209	Great Composers	
MUS 217	Black Music in America	
MUS 218	Postmodernism & Populr Culture	
MUS 300	Beethoven and the Romantic Age	
MUS 304	Music of the Beatles	
MUS 306	Contemp Music Experience	
MUS 307	The Music of Radiohead	
MUS 309	Film Music	
MUS 495	Selected Topics in Music	
Total Credits		18

Courses

MUS 105 Survey of Music History I 3 Credits

A chronological survey of Western music from the Medieval through the Baroque periods stressing the origin and evolution of musical forms, musical styles, and the important composers before 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 106 Survey of Music History II 3 Credits

A chronological survey of Western music from the classical through the contemporary periods stressing the origin and evolution of musical forms, musical styles, and the important composers since 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 204 Jazz History 3 Credits

Survey from 19th C. roots to 21st C. styles. Development of listening skills and overview of musical skills used by jazz performers. Exploration of the relationship between jazz and poetry, race relations, and the reputation of jazz in popular culture.

Prerequisite(s): CMP 120 or LL 131.

MUS 205 History of Pop and Rock Part I 3 Credits

Students will receive grounding in the origins and flow of popular music up to the break-up of the Beatles. They will learn the musical developments set in their historical and sociological contexts.

MUS 206 History of Pop and Rock Part 2 3 Credits

Students will receive grounding in the developments and flow of popular music from the 1970s to today. They will learn the specific musical developments set in their historical and sociological contexts.

MUS 208 Music of the Theater 3 Credits

A study of music drama both historical and contemporary covering European opera of the Baroque, classical and romantic periods, and the American musical theatre, especially the contemporary Broadway musical.

MUS 209 Great Composers 3 Credits

A study of selected major composers life, works, and historical significance with an emphasis on the listening experience. Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or others.

MUS 217 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip-hop and everything in between.

MUS 218 Postmodernism & Populr Culture 3 Credits

This course considers music in light of the ideological trends of postmodernism in order to better understand contemporary music in its cultural context.

MUS 300 Beethoven and the Romantic Age 3 Credits

A study of the Romantic period with particular emphasis on Beethoven. The classical heritage, the transformation of that heritage into romantic terms, the prominent influence of Beethoven on 19th century musical style.

MUS 304 Music of the Beatles 3 Credits

This course is a very in-depth analysis of the music and personalities of the Beatles. The student will gain in depth insight to the Beatles songs and albums as the course proceeds through the music chronologically. This will be contextualized historically and sociologically where required.

MUS 306 Contemp Music Experience 3 Credits

A survey of European and American musical styles of the late 19th and 20th centuries. Topics include postromantic music, neoclassicism, serialism, electronic music, and the current avant garde.

MUS 307 The Music of Radiohead 3 Credits

This course investigates the music, lyrics, art and marketing strategies of the British so called "alternative" band, Radiohead, moving song by song through their demos, videos and albums.

MUS 309 Film Music 3 Credits

A study of music in feature film, documentary film, and television. A chronological survey of film music from silent to contemporary film, animated shorts, and television, with emphasis on listening to recorded performance of representative works.

MUS 495 Selected Topics in Music 3 Credits

Studies specialized aspects of the literature, history, or theory of music, to supplement the established curriculum. Emphasis on creative investigative work and individual experiences in music.

Musical Theatre: Musical Direction

Program Overview

The musical theatre: musical direction major at Rider prepares students for a professional career in musical theatre working as a music director or in other aspects that focus on the music side of the industry. This program is provided in a nurturing liberal arts environment just one hour from New York City at Rider's Lawrenceville campus.

Degree Offered

- B.M. in Musical Theatre: Musical Direction

Contact

Ivan Fuller, Ph.D.

Associate Dean, School of Fine and Performing Arts
Fine Arts 166A
609-895-5630
ifuller@rider.edu

Program Website: www.rider.edu/academics/colleges-schools/wca/sfpa/undergraduate/musical-theater (<http://www.rider.edu/academics/colleges-schools/wca/sfpa/undergraduate/musical-theater>)

Associated Department: Theatre & Dance

Related Programs

- Arts Administration (p. 1021)
- Dance (p. 1028)
- Music (p. 1033)
- Piano (p. 1104)

General Requirements

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

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

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

Applied Music – Piano Primary Study

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

Musical Theatre Lab

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

Performing Opportunities at Rider University

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

Code	Title	Credits
Choirs and Conducting		
MTR 105	Musical Theatre Practicum (2 terms, 1 credit each term)	2
CR 215	Fundamentals of Conducting	3
CR 315	Techniques of Conducting	3
Applied Music		

PI 513	Jazz Keyboard/Improv	3
MUS 165A	Applied Piano (6 terms)	12
MUS 365A	Applied Piano	4
VC 103	Voice Secondary (4 terms)	4
Theory and Music History		
MUS 106	Survey of Music History II	3
MUS 110	Music Theory I	3
MUS 110L	Music Theory I Lab	1
MUS 111	Music Theory II	3
MUS 111L	Music Theory II Lab	1
MUS 210	Music Theory III	3
or TH 431	Form and Analysis	
MTR 120	Hist of American Music Theater	3
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
Select two of the following ²		6
TH 253	Orchestration	
TH 255	Song Writing	
TH 259	Electroacoustic Music	
TH 424	Choral/Instru Arranging	
Professional Studies: DANCE		
MTR 109	Beginning Ballet I	1
MTR 309	Beginning Jazz Dance I	1
Professional Studies: ACTING		
THE 107	Acting I: Intro to Acting	3
MTR 317	MT Auditions:Preparation/Tech	3
MTR 215	MT Performance: Song as Text	3
Professional Studies: MUSICAL THEATRE		
MTR 111	Musical Theatre Lab (each semester enrolled)	0
MTR 218	Musical Theatre Scene Study I	3
MTR 255	Musical Theatre Repertoire I	3
MTR 256	Musical Theater Repertoire II	3
MTR 493	Music Theater Production	1
Free electives		9
General Education Requirements		
See the list of requirements at the end of the School of Fine and Performing arts section of the catalog.		33
Total Credits		123

Notes:

- ¹ Students completing fewer than four (4) semesters of secondary applied music study must make up the credits in free electives, in order to meet the minimum number 123 credits for graduation.
- ² MUS 210 is a prerequisite for all four courses.
- ³ Completion of French, German, Italian, or Latin II is required. Students exempted from one or more semesters of foreign language study must replace the missing credits with other Arts & Sciences electives.

Additional Requirements

- Sophomore Review
- Piano Juries
- Senior Piano Recital

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MTR 105	Musical Theatre Practicum	1
MTR 109	Beginning Ballet I	1
MTR 111	Musical Theatre Lab	0
THE 107	Acting I: Intro to Acting	3
MUS 110	Music Theory I	3
MUS 110L	Music Theory I Lab	1
MUS 165A	Applied Piano	2
CMP 115 or CMP 120	Intro to Expository Writing or Expository Writing	3
General Education course		3
Semester Credit Hours		17
Spring Semester		
THE 111	Theatre Lab	0
MUS 165A	Applied Piano	2
MUS 111	Music Theory II	3
MUS 111L	Music Theory II Lab	1
MUS 106	Survey of Music History II	3
MTR 105	Musical Theatre Practicum	1
CMP 120 or CMP 125	Expository Writing or Research Writing	3
General Education course		3
Semester Credit Hours		16
Year 2		
Fall Semester		
THE 105	Theatre History to 1700	3
MTR 111	Musical Theatre Lab	0
MTR 215	MT Performance: Song as Text	3
MUS 165A	Applied Piano	2
MUS 210 or TH 431	Music Theory III or Form and Analysis	3
CR 215	Fundamentals of Conducting	3
General Education course		3
Semester Credit Hours		17
Spring Semester		
MTR 111	Musical Theatre Lab	0
THE 106	Theater History Since 1700	3
MUS 165A	Applied Piano	2
VC 103	Voice Secondary	1
MTR 309	Beginning Jazz Dance I	1
MTR 218	Musical Theatre Scene Study I	3

General Education course		6
Semester Credit Hours		16
Year 3		
Fall Semester		
MUS 165A	Applied Piano	2
MTR 111	Musical Theatre Lab	0
CR 315	Techniques of Conducting	3
VC 103	Voice Secondary	1
Music History elective		3
MTR 255	Musical Theatre Repertoire I	3
MTR 493	Music Theater Production	1
General Education course		3
Semester Credit Hours		16
Spring Semester		
MTR 120	Hist of American Music Theater	3
MUS 365A	Applied Piano	2
MTR 111	Musical Theatre Lab	0
VC 103	Voice Secondary	1
MTR 256	Musical Theater Repertoire II	3
General Education/Free elective courses		6
Semester Credit Hours		15
Year 4		
Fall Semester		
MTR 111	Musical Theatre Lab	0
MUS 365A	Applied Piano	2
VC 103	Voice Secondary	1
PI 513	Jazz Keyboard/Improv	3
General Education/Free elective courses		9
Semester Credit Hours		15
Spring Semester		
MTR 111	Musical Theatre Lab	0
MUS 365A	Applied Piano	2
MTR 317	MT Auditions:Preparation/Tech	3
General Education/Free elective courses		7
Semester Credit Hours		12
Total Credit Hours for Graduation		124

Courses and Descriptions

MTR 105 Musical Theatre Practicum 1 Credits

This course explores the literature of musical theatre vocal ensembles. It emphasizes examining a wide range of styles. This is a studio/academic class, not a performance ensemble.

MTR 109 Beginning Ballet I 1 Credits

This course introduces the basic elements of ballet technique. Technique is based on the five positions of the legs and feet, coupled with appropriate arm positions. The class consists of a basic ballet barre warm-up that includes stretching and developing strength and turn-out used in dance positions and combinations. Instruction includes jumping, turning, and connecting steps with movement. Ballet terminology is addressed.

MTR 110 Ballet II 1 Credits

Continuation of MTR 109, building upon techniques learned in that course.

Prerequisite(s): MTR 109.

MTR 111 Musical Theatre Lab 0 Credits**MTR 112 Advanced Ballet I 1 Credits**

Continuation of MTR 109, building upon techniques learned in that course.

MTR 113 Beginning Ballet II 1 Credits

Intermediate ballet, expanding upon Ballet I and concentrating upon the American lineage of ballet training.

MTR 114 Advanced Ballet II 1 Credits

Continuation of MTR 113. Intermediate ballet, expanding upon Ballet I and concentrating upon the American lineage of ballet training.

MTR 120 Hist of American Music Theater 3 Credits

The history of the American Musical from the first American production in 1750 of Gay's *The Beggar's Opera* up to the present will be traced. Emphasis will be placed upon those common elements which are solely intrinsic to the American stage. Developments and imported ideas (e.g., *The British Invasion*) will be highlighted.

MTR 131 Music Theory for MT 3 Credits

Teaches students to understand musical form, structure, melody, rhythm and harmony by applying these concepts to musical theatre literature. Includes full analysis of musical theatre songs. Required in the first year.

MTR 132 Group Piano 1 Credits

Offers the musical theatre student appropriate keyboard technique to play any vocal part and to play a rudimentary accompaniment. Required of all second-year students.

Prerequisite(s): MTR 131.

MTR 133 Sight Singing for MT 3 Credits

Intensive class in reading music, designed for musical theatre students. Traditional solfeggio techniques used with musical theatre texts whenever possible. Required of first-year students.

Prerequisite(s): MTR 131.

MTR 207 Music Theater Vocal Coaching 3 Credits

Vocal coaching and repertoire preparation with a focus in developing the skill sets required to research and prepare music theater repertoire. Special emphasis is given to creating and maintaining the professional audition book. Open to music theater majors only.

Prerequisite(s): MTR 101.

MTR 209 Tap Dance I 1 Credits

Introduction to the basic elements of tap dancing. Tap technique is geared to enhance rhythm and motor skills, basic elements that will be used to connect several steps and movements into combinations. Other variations such as "soft shoe" or "clogging" are included.

MTR 210 Tap Dance II 1 Credits

Continuation of MTR 209. Combinations most often used in music theater productions are emphasized.

Prerequisite(s): MTR 209.

MTR 211 Ballet III 1 Credits

Intermediate ballet, expanding upon Ballet II and concentrating upon the American lineage of ballet training.

Prerequisite(s): MTR 110.

MTR 212 Ballet IV 1 Credits

Continuation of MTR 211. Intermediate ballet, expanding upon Ballet III and concentrating upon the American lineage of ballet training.

Prerequisite(s): MTR 211.

MTR 215 MT Performance: Song as Text 3 Credits

In this course the student will learn how to develop a performance of musical text by making doable, actable choices and applying those choices to musical monologues – solo songs.

Prerequisite(s): THE 110.

MTR 216 Acting for Music Theater I 3 Credits

This professional skills course, intended for music theater majors, builds upon the student's previous acting training. Through various exercises and activities (both individual and group), the student will begin to develop a clear method for preparation that addresses first their own instrument, and then (through various methods of analysis) the character and the play. Students will begin to utilize and apply the studied techniques and exercises to simple monologues and a scene. Behavioral truth will precede the more sophisticated studies of emotional truth.

MTR 217 Acting for Music Theater Major II 3 Credits

Continuation of MTR 216. Methods for preparation are expanded as students learn and experience techniques for exploring and developing characters. This semester will focus on the application of the skills and acting techniques studied in the first semester to the needs of dramatic and sung material. Students are expected to synthesize content and skills acquired in the Speech for the Actor, Body Awareness and Movement classes.

Prerequisite(s): MTR 216.

MTR 218 Musical Theatre Scene Study I 3 Credits

Scene study class exploring the literature of the musical theatre – emphasis placed on two- and three-character scenes. Required of all second-year students.

Prerequisite(s): THE 208.

MTR 219 Musical Theatre Scene Study II 3 Credits

Further exploration of scenes in the musical theatre literature – emphasis on more complex scenes. Required of all third-year students.

Prerequisite(s): MTR 218.

MTR 251 Styles and Genres I 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Standard, Classical, and Traditional periods of musical theater. Composers to be studied will include Rodgers and Hammerstein, Lerner and Loewe, Kern, Berlin, Gershwin, Porter, Arlen, Blitstein and Weill.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 252 Styles and Genres II 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary (Non-Pop/Rock) period of music theater. Composers to be studied will include Sondheim, Styne, Kander and Ebb, Guettel, Matby and Shire, and Bernstein.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 253 Styles and Genres III 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary, Pop/Rock period of music theater. Composers to be studied will include Webber, Schwartz, Fenn, Flaherty, Menkin, Brown, LaChiusa, and Lipa.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 255 Musical Theatre Repertoire I 3 Credits

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers through the 1950s. The thrust of this class is split between studio work and academic work.

Prerequisite(s): THE 106, THE 208.

MTR 256 Musical Theater Repertoire II 3 Credits

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers since the 1950s. The thrust of this class is split between studio work and academic work.

Prerequisite(s): THE 106, THE 108.

MTR 307 Tap III 1 Credits

This course is designed for the moderately advanced tap dancer. Course to be taken in the fall.

Prerequisite(s): MTR 210.

MTR 308 Tap IV 1 Credits

The course will allow the more advanced student to complete the work begun in Tap III.

Prerequisite(s): MTR 307.

MTR 309 Beginning Jazz Dance I 1 Credits

Based upon the ballet foundation, this course explores the expressive style of jazz dance, and basic Western theatrical dance forms and social dances used most often on the stage.

Prerequisite(s): MTR 109.

MTR 310 Jazz Dance II 1 Credits

Continuation of work begun in MTR 309.

Prerequisite(s): MTR 309.

MTR 311 Jazz Dance III 1 Credits

This course continues the work begun in MTR 309 and 310.

MTR 312 Advanced Jazz Dance II 1 Credits

This course continues the work begun in MTR 309, MTR 310 and MTR 311.

Prerequisite(s): MTR 311.

MTR 313 Ballet V 1 Credits

Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills.

Prerequisite(s): MTR 212.

MTR 314 Ballet VI 1 Credits

Continuation of MTR 313. Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills.

Prerequisite(s): MTR 313.

MTR 315 Advanced Jazz Dance I 1 Credits

Continuation of work begun in MTR 309.

MTR 316 Beginning Jazz Dance II 1 Credits

This course continues the work begun in MTR 309 and 315.

MTR 317 MT Auditions:Preparation/Tech 3 Credits

This course, building upon skill-sets established in the Music Theatre singer-actor curriculum, will introduce and hone the required skill-sets for preparing to audition in Music Theatre. Genres and styles of music most often required for auditioning in the industry will be prepared and explored. An audition "book," based upon the demands of the industry, as well as the most suitable material for each student will be built. When appropriate, guests from the industry will be invited to present master classes and evaluations in a "mock audition" process.

Prerequisite(s): MTR 207, MTR 216, MTR 217, MTR 492.

MTR 318 Advanced Jazz Dance II 1 Credits

This course continues the work begun in MTR 309, MTR 315 and MTR 316.

MTR 319 Jazz Dance III 1 Credits

This course continues the work begun in MTR 318.

MTR 320 Jazz Dance IV 1 Credits

This course continues the work begun in MTR 319.

MTR 335 Speech for the Actor 3 Credits

This course introduces and develops speech techniques, specifically in the areas of relaxation, posture and alignment, respiration, phonation, support, registration, resonance, and articulation. Students learn to consistently produce a free, resonant, fully supported speaking voice. Exercises will increase flexibility and range of speaking and will foster heightened responsiveness to feeling. Regular practice in the delivery of both impromptu and prepared monologues is required. This course includes studies in Neutral American Speech.

MTR 402 Directing Music Theater/Opera 3 Credits

This elective course investigates how conceptual ideas and the process of script analysis are used in putting together a music theatre production for performance. Instruction includes staging ideas and elements needed for a complete production. Other theatrical aspects of choreography, properties, costumes, lighting, and set design are addressed. It is recommended that students complete MTR 496 before taking MTR 402.

MTR 411 Musical Theatre Ensemble 1 Credits**MTR 415 Musical Theatre Dance I 1 Credits**

First capstone course in the Musical Theatre dance sequence. Practical and historical study of Broadway dance styles; main focus on jazz idiom. Emphases placed on technique, performance quality, and auditioning skills.

Prerequisite(s): Completion of Ballet, Tap, and Jazz requirements; senior standing.

MTR 416 Musical Theatre Dance II 1 Credits

Second capstone course in the Musical Theatre dance sequence. Continuing study of Broadway dance styles. Emphasis is placed on technique, performance quality, and auditioning skills.

Prerequisite(s): MTR 416.

MTR 480 Dance for Performing Artist 3 Credits

This course is a culmination of the dance elements and forms studied in ballet, tap, and jazz dance. Context areas include movement used most often in performance of music theater and movement fundamentals applicable to all aspects of presentation and principle to refine and articulate the performer's awareness and use of the body through singing and dance. Performance issues and movement as a basis for music and sound production are addressed.

Prerequisite(s): MTR 209, MTR 309.

MTR 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

MTR 491 Internship in Music Theater 1-12 Credits

Provides junior or senior musical theatre majors with the opportunity to gain practical experience working within a professional environment. Students must be sponsored by a musical theatre or theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MTR 492 Singing Actor: Music Theater 3 Credits

This semester combines all dramatic and musical studies to create an authentic and believable character that is both emotionally truthful and musically expressive. Music is studied as "script" and dramatic choices are prepared in relationship to all elements present in the score.

Prerequisite(s): MTR 216 and MTR 217.

MTR 493 Music Theater Production 1 Credits

Preparation and performance of a solo or ensemble role in a fully staged music theatre production. Concurrent participation in stage crew activities is required.

MTR 493T MTR Production (tech) 1 Credits**MTR 496 Music Theater Workshop 3 Credits**

This class, building upon the foundational studies associated with preparation and exploration (both dramatic and musical), focuses on performances. Students are taught methods for synthesizing all former training in acting, music, and movement to the needs of the character and the play/score. Each student fully prepares at least two complete roles from the music theater repertoire. The class culminates in a performance of scenes—the Junior Cabaret!

Prerequisite(s): MTR 216, MTR 217, MTR 492.

MTR 511 Music Theater Ensemble 1 Credits

The performance-based, auditioned music theater ensemble engages multiple singers/actors/dancers in performance, utilizing scenes from music theater literature as the primary material. Emphasis is placed upon group interaction and building an ensemble. This ensemble often is asked to perform for University sponsored events.

MUS 001S Applied Voice Studio 0 Credits**MUS 105 Survey of Music History I 3 Credits**

A chronological survey of Western music from the Medieval through the Baroque periods stressing the origin and evolution of musical forms, musical styles, and the important composers before 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 106 Survey of Music History II 3 Credits

A chronological survey of Western music from the classical through the contemporary periods stressing the origin and evolution of musical forms, musical styles, and the important composers since 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 109S Basic Music Theory 3 Credits

This is a beginner's course in music theory. It familiarizes the student with the basic elements (e.g., staff, clefs, time signatures, musical notation, intervals, triads and chords). This course is ideal for both the student wanting to know only the essential, or the student wanting to go on to develop their theoretical skills. For non-music majors, MUS 109S counts toward graduation and grades are awarded on an A-F basis. For music majors, MUS 109S does not count toward graduation, and grading is on a pass ("Y") or fail ("Z") basis.

MUS 110 Music Theory I 3 Credits

A practical introduction to the basic elements of music, beginning with the reading of music notation. Practice in scales and chords; ear-training in rhythm and pitch. Techniques may be applied to the student's own instrument (e.g., guitar, piano, winds) if he or she plays one. Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110L.

MUS 110L Music Theory I Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 110 (Music Theory I). Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110.

MUS 111 Music Theory II 3 Credits

Continuation of MUS 110, leading to some original composition.

Prerequisite(s): MUS 110 and MUS 110L.

Corequisite(s): MUS 111L.

MUS 111L Music Theory II Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 111 (Music Theory II). Prerequisite(s): MUS 110 and MUS 110L or placement.

Corequisite(s): MUS 111.

MUS 113 Popular Music Theory I 3 Credits

Popular Music Theory I covers basic elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords; ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice)

Corequisite(s): MUS 113L.

MUS 113L Popular Music Theory Lab I 1 Credits

Taken in conjunction with Popular Music Theory I, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

Corequisite(s): MUS 113.

MUS 114 Popular Music Theory II 3 Credits

A continuation of Popular Music Theory I, progressing to intermediate elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords, ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice).

MUS 114L Popular Music Theory Lab II 1 Credits

Taken in conjunction with Popular Music Theory II, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

MUS 116 Digital DJing 3 Credits

Digital DJing is a three-week, software-based course that develops musical mixing skills for the purpose of creating the kinds of DJ sets one may play on the radio or at live events. Includes repertory building across several popular and dance genres.

MUS 120 Music and Society 3 Credits

Introduction to the basic elements of music (rhythm, melody, harmony, etc.) and the appreciation of representative types of music from all historical periods.

MUS 127 Instrumental Ensemble- Band 1 Credits

Ensemble rehearsal and performance of traditional and current concert band music. Maximum of eight credits are accepted in band, choir, and/or theater production.

MUS 128 Choir 1 Credits

Rehearsal and performance of multi-era Western and non-Western repertoire. Instruction in music fundamentals and vocal production. Pitch matching and part-singing abilities must be demonstrated in the first-week sectional hearing.

MUS 129 Contemporary Vocal Ensemble 1 Credits

The objective of the contemporary vocal ensemble course is to allow students to experience the aesthetics of popular music through the study, interpretation and performance of the music. Students will develop their ensemble skills, independent part singing, as they experience a wide range of popular music genres (jazz, pop, R&B, world, etc.) Students must pass an audition to participate in this course.

MUS 130 Music in Children's Lives 3 Credits

Students in this course will study how music interacts in the lives of children as they sing, listen, play instruments and move. Song repertoire and selections for listening and moving from the American, European and non-Western cultures will be introduced. Playing recorder as well as pitched and non-pitched percussion instruments will be demonstrated.

MUS 131 Beginning Piano I 2 Credits

Class approach to learning to play the piano. How to read music, basic piano technique, and appropriate piano pieces and songs are studied.

MUS 132 Beginning Piano II 2 Credits

Continuation of MUS 131. Emphasis on further development of technique and the ability to interpret piano music from a variety of styles.

Prerequisite(s): MUS 131 or equivalent.

MUS 133 Class Voice I 2 Credits

Class approach to learning pop vocals. How to read music, basic vocal production technique and appropriate vocal pieces and songs are studied, especially in popular genres.

MUS 134 Class Voice II 2 Credits

Continuation of class approach to learning pop vocals started in Class Voice I. Intermediate vocal technique for popular music

Prerequisite(s): MUS 133 or placement exam.

MUS 135 Class Guitar I 2 Credits

Class approach to learning to play the guitar. How to read tablature, basic guitar technique, and appropriate guitar pieces and songs are studied, especially in popular genres. Students must provide their own guitars; if electric, they should provide their own amps, too.

MUS 136 Class Guitar II 2 Credits

Continuation of class approach to learning to play the guitar started in Class Guitar I. Intermediate guitar technique for popular music. Students must provide their own guitars; if electric, they should provide their own amps, too.

Prerequisite(s): MUS 135 or placement exam.

MUS 150A Applied Flute 2 Credits
 MUS 150B Applied Flute 1 Credits
 MUS 150C Applied Flute 2 Credits
 MUS 150D Applied Flute Elective 1 Credits
 MUS 151A Applied Oboe 2 Credits
 MUS 151B Applied Oboe 1 Credits
 MUS 151C Applied Oboe 2 Credits
 MUS 151D Applied Oboe Elective 1 Credits
 MUS 152A Applied Clarinet 2 Credits
 MUS 152B Applied Clarinet 1 Credits
 MUS 152C Applied Clarinet 2 Credits
 MUS 152D Applied Clarinet Elective 1 Credits
 MUS 153A Applied Bassoon 2 Credits
 MUS 153D Applied Bassoon Elective 1 Credits
 MUS 154A Applied Saxophone 2 Credits
 MUS 154D Applied Saxophone Elective 1 Credits
 MUS 155A Applied French Horn 2 Credits
 MUS 155D Applied French Horn Elective 1 Credits
 MUS 156A Applied Trumpet 2 Credits
 MUS 156B Applied Trumpet 1 Credits
 MUS 156C Applied Trumpet 2 Credits
 MUS 156D Applied Trumpet Elective 1 Credits
 MUS 157A Applied Trombone 2 Credits
 MUS 157D Applied Trombone Elective 1 Credits
 MUS 158A Applied Euphonium 2 Credits
 MUS 158D Applied Euphonium Elective 1 Credits
 MUS 159A Applied Tuba 2 Credits
 MUS 159D Applied Tuba Elective 1 Credits
 MUS 160A Applied Guitar 2 Credits
 MUS 160B Applied Guitar 1 Credits
 MUS 160C Applied Guitar 2 Credits
 MUS 160D Applied Guitar Elective 1 Credits
 MUS 160E Applied Guitar 2 Credits
 MUS 161A Applied Violin 2 Credits
 MUS 161B Applied Violin 1 Credits
 MUS 161C Applied Violin 2 Credits
 MUS 161D Applied Violin Elective 1 Credits
 MUS 161E Applied Violin 2 Credits
 MUS 161G Applied Violin 2 Credits
 MUS 162A Applied Viola 2 Credits
 MUS 162D Applied Viola Elective 1 Credits
 MUS 163A Applied Cello 2 Credits
 MUS 163D Applied Cello Elective 1 Credits
 MUS 164A Applied String Bass 2 Credits
 MUS 164B Applied String Bass 1 Credits
 MUS 164C Applied String Bass 2 Credits
 MUS 164D Applied String Bass Elective 1 Credits
 MUS 165A Applied Piano 2 Credits

MUS 201 Skills Ensemble I 1 Credits

A Contemporary Performance skills ensemble focusing on interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts).

MUS 204 Jazz History 3 Credits

Survey from 19th C. roots to 21st C. styles. Development of listening skills and overview of musical skills used by jazz performers. Exploration of the relationship between jazz and poetry, race relations, and the reputation of jazz in popular culture.

Prerequisite(s): CMP 120 or LL 131.

MUS 205 History of Pop and Rock Part I 3 Credits

Students will receive grounding in the origins and flow of popular music up to the break-up of the Beatles. They will learn the musical developments set in their historical and sociological contexts.

MUS 206 History of Pop and Rock Part 2 3 Credits

Students will receive grounding in the developments and flow of popular music from the 1970s to today. They will learn the specific musical developments set in their historical and sociological contexts.

MUS 207 Masterworks in Music 3 Credits

Major works by great composers from different historical periods Mozart, Beethoven, Brahms, and Wagner, among others are studied. Up to 10 compositions by six composers are covered, with an emphasis on listening to recorded and live performances of representative works.

MUS 208 Music of the Theater 3 Credits

A study of music drama both historical and contemporary covering European opera of the Baroque, classical and romantic periods, and the American musical theatre, especially the contemporary Broadway musical.

MUS 209 Great Composers 3 Credits

A study of selected major composers life, works, and historical significance with an emphasis on the listening experience. Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or others.

MUS 210 Music Theory III 3 Credits

Analysis of musical forms, including binary, rounded binary, ternary, and popular song. Identification of techniques that support musical form, including harmonic language, contrast/repetition, compositional process. Advanced sight singing and aural drills.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 211 Music Theory for Music Theater 3 Credits

Analysis of music theater songs, scenes and scores. Various techniques, placement of examples into historical, musical, artistic, and literary perspective. Reading of full and piano/vocal scores, conducting, orchestration and harmonic language will be emphasized.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 212 Cartoon and Anime Culture 3 Credits

This course investigates the music and culture of animated films and television shows, anime, animated shorts including cartoons, and related incidental music for documentary films.

MUS 213 Digital Comp of Pop Music I 3 Credits

This course is about “the doing of music”. It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music.

MUS 214 Writing about Music 3 Credits

This course instructs students in the art of writing about music, from small-form criticism to large scale scholarship, focusing especially on the ability to translate what one hears into engaging prose.

Prerequisite(s): CMP 120 and 125, MUS 110, 110L and 213.

MUS 215 Music & Techn/Mobile Society 3 Credits

This course compares the recent history of music technology to past innovations, focusing on the aesthetic implications and ideological influences of an increasingly mobilized musical milieu.

MUS 216 Digital Comp of Pop Music II 3 Credits

This course is about “the doing of music.” It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music, continuing the content begun in The Digital Composition of Popular Music I.

MUS 217 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip-hop and everything in between.

MUS 218 Postmodernism & Populr Culture 3 Credits

This course considers music in light of the ideological trends of postmodernism in order to better understand contemporary music in its cultural context.

MUS 219 Pop Music Arranging I 3 Credits

The Pop Music Arranging I course is the first of a two-semester course sequence whose goal is to explore the fundamental arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and fundamental arranging techniques, as well as develop skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 220 Pop Songwriting I 3 Credits

The Songwriting I course is an introduction to songwriting in popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and compositional techniques, as well as learn to use the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 233 Intermediate Piano 3-12 Credits

Continuation of MUS 132 with further development of reading skills, piano techniques and interpretation. Each student studies a set of pieces selected together with the instructor tailored specifically to the students’ needs and interests.

MUS 300 Beethoven and the Romantic Age 3 Credits

A study of the Romantic period with particular emphasis on Beethoven. The classical heritage, the transformation of that heritage into romantic terms, the prominent influence of Beethoven on 19th century musical style.

MUS 301 Skills Ensemble II 1 Credits

The Contemporary Performance Skills Ensemble II is a course whose focus is interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. This course will require a higher level of musical ability, aptitude, and technical development than the Skills I Ensemble course. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts) • Improvisation.

MUS 303 Music Literature: Baroque Era 3 Credits

A survey of European musical styles from c. 1600 to 1750, approached by listening to the music of the period, including Bach, Handel, and many lesser known masters. Topics include the development of modern musical sound, instrumental forms, Lutheran and Catholic church music, and the beginnings of dramatic music.

MUS 304 Music of the Beatles 3 Credits

This course is a very in-depth analysis of the music and personalities of the Beatles. The student will gain in depth insight to the Beatles songs and albums as the course proceeds through the music chronologically. This will be contextualized historically and sociologically where required.

MUS 305 Words and Music 3 Credits**MUS 306 Contemp Music Experience 3 Credits**

A survey of European and American musical styles of the late 19th and 20th centuries. Topics include postromantic music, neoclassicism, serialism, electronic music, and the current avant garde.

MUS 307 The Music of Radiohead 3 Credits

This course investigates the music, lyrics, art and marketing strategies of the British so called “alternative” band, Radiohead, moving song by song through their demos, videos and albums.

MUS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures.

MUS 309 Film Music 3 Credits

A study of music in feature film, documentary film, and television. A chronological survey of film music from silent to contemporary film, animated shorts, and television, with emphasis on listening to recorded performance of representative works.

MUS 312 The Arts Abroad 3 Credits

A two week trip abroad that includes a critical study of music and theater. Students are required to attend all performances, guided tours, and classes before and after the trip.

MUS 315 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip hop and everything in between.

MUS 316 Digital Mixing and Mastering 3 Credits

Digital Mixing and Mastering is a practical skills class focusing on post-production skills in software interfaces. Students will learn how to work with multiple editing softwares and plug-in tools to achieve balanced, lively, professional mixes.

MUS 319 Pop Music Arranging II 3 Credits

The Pop Music Arranging II course is the terminal course of a two-semester sequence whose goal is to explore the advanced arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and advanced arranging techniques, as well as develop advanced skills as they relate to the utilization of the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 219.

MUS 320 Pop Songwriting II 3 Credits

The Pop Songwriting II course is a continuation of the songwriting course sequence whose goal is to explore advanced compositional techniques for popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and advanced compositional techniques, as well as develop advanced skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 220.

MUS 350A Applied Flute 2 Credits**MUS 350B Applied Flute 1 Credits****MUS 351A Applied Oboe 2 Credits****MUS 351B Applied Oboe 1 Credits****MUS 352A Applied Clarinet 2 Credits****MUS 353A Applied Bassoon 2 Credits****MUS 354A Applied Saxophone 2 Credits****MUS 355A Applied French Horn 2 Credits****MUS 356A Applied Trumpet 2 Credits****MUS 356B Applied Trumpet 1 Credits****MUS 357A Applied Trombone 2 Credits****MUS 358A Applied Euphonium 2 Credits****MUS 359A Applied Tuba 2 Credits****MUS 360A Applied Guitar 2 Credits****MUS 360B Applied Guitar 1 Credits****MUS 361A Applied Violin 2 Credits****MUS 362A Applied Viola 2 Credits****MUS 363A Applied Cello 2 Credits****MUS 364A Applied String Bass 2 Credits****MUS 364B Applied String Bass 1 Credits****MUS 365A Applied Piano 2 Credits****MUS 365B Applied Piano 1 Credits****MUS 366A Applied Organ 2 Credits****MUS 367A Applied Percussion 2 Credits****MUS 368A Applied Voice 2 Credits****MUS 368B Applied Voice 1 Credits****MUS 368C Applied Voice 2 Credits****MUS 368E Applied Voice 2 Credits****MUS 369A Applied Composition 2 Credits****MUS 490 Independent Research and Study 1-4 Credits**

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1 to 4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing; good academic standing.

MUS 491 Internship in Music 1-4 Credits

Provides junior or senior music majors with the opportunity to gain practical experience working within a professional music environment. Students must be sponsored by a music professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MUS 493 Selected Topics in Music Perf 3 Credits

Intensive study of a particular topic in applied music for the intermediate to advanced student. Students are led to understand the historic and aesthetic elements in music through critical listening, performance, research, and class projects.

MUS 495 Selected Topics in Music 3 Credits

Studies specialized aspects of the literature, history, or theory of music, to supplement the established curriculum. Emphasis on creative investigative work and individual experiences in music.

MUS 498 Popular Music Culture Capstone 3 Credits

The capstone is an independent, student-led project resulting in a material product (recording/performance/event/presentation) that demonstrates a student's interests and skills in the area of popular music.

MUS 499 Senior Honors Program 3 Credits

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

PI 001S Applied Piano Studio 0 Credits**PI 045 Introduction to Piano Secondary 1 Credits**

Designed for student with little to no background in piano study or music reading. Students will develop a foundation (basic elements) of pianism/musicianship skills and will focus on the most fundamental aspects of music study at the piano. 0 credits toward graduation, counts as 4 credits in the semester load.

Prerequisite(s): placement; Students must pass this course with a grade of "Y" to progress to PI 103: Piano Secondary I.

PI 101A Piano Primary 2 Credits**PI 101B Piano Primary 1 Credits****PI 101C Piano Elective 2 Credits****PI 101D Piano Elective 1 Credits****PI 101E Piano Primary 2 Credits****PI 101F Piano Primary 1 Credits****PI 101G Piano Primary 2 Credits****PI 103 Piano Secondary I 1 Credits**

Establishes a solid foundation of piano playing through integration of musicianship skills in addition to building facile digital independence and bilateral hand coordination. Minimum grade of "B-" required to pass the course.

Prerequisite(s): Grade of "Y" in PI 045 or placement.

PI 104 Piano Secondary II 1 Credits

Continuation of PI 103; appropriate for the advanced beginner. Minimum grade of "B-" required to pass the course.

Prerequisite(s): PI 103 or placement.

PI 201A Piano Primary 2 Credits**PI 201B Piano Primary 1 Credits****PI 201E Piano Primary 2 Credits****PI 201F Piano Primary 1 Credits****PI 201G Piano Primary 2 Credits****PI 203 Piano Secondary III 1 Credits**

Establishes fluidity in piano playing through integration of musicianship skills, digital independence and bilateral hand coordination. Minimum grade of "B-" needed to pass the course.

Prerequisite(s): minimum grade of "B-" in PI 104 or placement.

PI 204 Piano Secondary for Mus Ed & Sacred Music 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of choral works; playing individual lines/parts of small-scale instrumental works; harmonizing and transposing melodies with accompaniments.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 205 Piano Secondary VCPER 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of songs and arias; warm-up exercises; transposing vocal lines and portions of accompaniments; harmonizing melodies.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 206 Piano Secondary for Music Theater Majors 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of songs and arias; warm-up exercises; transposing vocal lines and portions of accompaniments; harmonizing melodies.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 207 Piano Secondary for Theory Comp Majors 1 Credits

Development of practical keyboard skills in the areas of score reading (including one's own works), use of piano as a tool for composition, and realizing chord progressions.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 208 Piano Secondary BAM 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of songs and arias; warm-up exercises; transposing vocal lines and portions of accompaniments; harmonizing melodies.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 297 Fund of Piano Pedagogy I 3 Credits

Fundamentals I is devoted to study of techniques, methods, and materials suitable for beginning through early intermediate level students. Other areas of study include motivational strategies, establishment of effective practice habits, recital preparation, technique, and elementary duet materials. Students analyze and demonstrate teaching from three different beginning piano methods. Observation of professional teaching is done in the context of class and private lessons at the Westminster Conservatory.

PI 298 Fund of Piano Pedagogy II 3 Credits

In Fundamentals II, students continue to apply their experience with piano methods to the teaching of students. In addition, the semester is devoted to the study of materials from all style periods for upper elementary and intermediate level students. Students observe private and group lessons appropriate to these levels. The course culminates in an individual lecture recital demonstrating music from a variety of style periods.

Prerequisite(s): PI 297.

PI 301A Piano Primary 2 Credits**PI 301B Piano Primary 1 Credits****PI 301E Piano Primary 2 Credits****PI 301F Piano Primary 1 Credits****PI 301G Piano Primary 2 Credits****PI 397 Fund of Piano Pedagogy III 3 Credits**

Fundamentals III involves supervised private and group teaching of beginning students. Emphasis is placed on lesson planning, presentation of concepts, use of technology, and the relationship between technique and musicianship skills. The course further addresses the different psychological and methodological approaches to teaching adults and children in class and private settings, and includes an overview of materials for the adult student and group classes. The course culminates in a lecture recital on a pedagogical subject of the students choice.

PI 401A Piano Primary 2 Credits**PI 401B Piano Primary 1 Credits****PI 401E Piano Primary 2 Credits****PI 401F Piano Primary 1 Credits****PI 401G Piano Primary 2 Credits****PI 413 Accompanying Class 2 Credits**

This course is designed with the twofold purpose of allowing undergraduate pianists to fulfill their piano ensemble elective requirement within the professional studies area as well as providing an opportunity for voice primary students to further their piano study in a challenging forum in situations directly related to their repertoire. The students in the class will receive instruction in the stylistic, technical, analytical and linguistic aspects of vocal literature. The many issues involved in vocal collaboration will be discussed along with in-depth study of the pianist's role in musical partnerships. Issues of musical freedom, language, and the varieties of sonic treatment unique to vocal literature will be discussed. Italian, French, German and English song repertoire from various style periods will provide the assignments for performance and discussion.

PI 435 Survey of Piano Literature I 3 Credits

A study of representative works from 1650-1800 by composers including J. S. Bach, C.P.E. Bach, J.C. Bach, Haydn, Mozart, and Beethoven.

Prerequisite(s): MH 248.

PI 436 Survey of Piano Literature II 3 Credits

A study of representative works from 1800 to the present by composers including Beethoven, Schubert, Mendelssohn, Schumann, Chopin, Liszt, Brahms, Debussy, Ravel, Prokofiev, and Bartók.

Prerequisite(s): MH 248.

PI 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 513 Jazz Keyboard/Improv 3 Credits

This course will enable pianists and organists to become familiar with the theory, harmony, and improvisational techniques of jazz piano. Emphasis will be placed upon getting each student to create spontaneous improvisations. The fundamental goal will be that of enabling students accustomed to following a score to move beyond it. Extensive exposure to material from the "Great American Songbook" as well as to jazz standards will provide a structural basis for the course.

Prerequisite(s): TH 142 and PI 201, or equivalent knowledge and technical proficiency.

PI 516 Physical/Psych Aspects Piano 2 Credits

The two major emphases of this course are: (1) the pianist as athlete and 2) the pianist as performer. The first includes a study of appropriate exercise, nutrition, anatomy and physiology as they relate to piano technique, implications for injury prevention, and how to deal with injuries should they occur. The second includes the reading process, strategies for practicing, memorizing techniques, and ways of coping with the behavioral, physical and cognitive manifestations of performance anxiety.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

PI 609 Graduate Piano Review 1 Credits

A functional course concentrating upon sight reading of simple piano accompaniments and open score reading. Required for graduate students with deficiencies in these skills.

PI 611 Piano Pedagogy Lab 0 Credits

Discussions will include problem-solving related to piano teaching, discussion of observations, supervised and independent teaching, questions relating to repertoire, materials and technique. Comparative philosophies and psychologies and their applications, group and private teaching, business issues, professional organizations and publications, technology, career planning, recital and audition planning will be included. There will also be guidance in the preparation for the graduate oral examination.

PI 622 Eval Piano Teaching Lit 3 Credits

This course provides a critical survey of piano teaching materials, including standard teaching literature, approaches to piano technique in writings and music exercises, and repertoire for the elementary, intermediate, and early advanced student. All music is analyzed from the perspectives of performance, technical demands, strategies for teacher presentation, and student practice. Applications and demonstrations of technology are included. Graduate students demonstrate teaching and performance strategies in class and carry an assigned teaching load at the Westminster Conservatory.

PI 633 Piano Literature Seminar 3 Credits

A major area of piano repertoire is selected for intensive study. The emphasis of the seminar changes from semester to semester. Possible topics include the development of the Mozart concerto, keyboard works of J.S. Bach, piano writing of Debussy, and 20th Century piano music.

PI 641A Piano Primary 2 Credits**PI 641B Piano Primary 1 Credits****PI 641C Piano Elective 2 Credits****PI 641D Piano Elective 1 Credits****PI 641E Piano Primary 2 Credits****PI 641F Piano Primary 1 Credits****PI 661 Graduate Piano Pedagogy 3 Credits**

This course serves as an intensive study of theoretical and practical aspects of piano study, through examination of instruction materials and developing a well-defined philosophy and approach to piano teaching. Students are challenged to increase their ability in connecting advanced and intermediate music study to the foundation of what should take place in the first weeks of piano lessons. The focus of the course lies in developing one's own curriculum, on its own terms, or associated with instruction materials already in publication. Various methodologies and significant areas of thought in the field of piano pedagogy are explored and compared. The course involves private and group lesson observations at all levels of teaching. Practical application of education theory to music lessons at the piano is done through demonstration and practice teaching at the Westminster Conservatory or the College. Practical application of educational theory to music lessons at the piano is done through demonstration and practice teaching through the Westminster Conservatory or the College.

PI 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

PI 691A Piano Pedagogy Internship I 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 691B Piano Pedagogy Internship II 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 713 Accompanying Class 3 Credits

Students will investigate aspects of ensemble in vocal accompanying. Discussion topics will include rubato and its connection to language, stylistic concerns, musical preparation as well as practical issues such as recital programming and balance. Students will be expected to absorb extensive repertoire through attendance and performance. Class format will include both student presentations and lecture sessions.

PI 714 Techniques of Coaching I 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

PI 715 Techniques of Coaching II 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

Prerequisite(s): PI 714.

VC 001S Applied Voice Studio 0 Credits**VC 101A Voice Primary 2 Credits****VC 101B Voice Primary 1 Credits****VC 101C Voice Elective 2 Credits****VC 101D Voice Elective 1 Credits****VC 101E Voice Primary 2 Credits****VC 101F Voice Primary 1 Credits****VC 101G Voice Primary 2 Credits****VC 103 Voice Secondary 1 Credits****VC 114 Introduction to Lyric Diction 2 Credits**

Introduction to the International Phonetic Alphabet (IPA) and the sounds of all major sung languages through oral and written drill. Open to Voice Performance majors only.

VC 115 English & Italian Diction 2 Credits

Introduction to the rules of singing English and Italian through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

VC 116 French & German Diction 2 Credits

Introduction to the rules of singing French and German through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

Prerequisite(s): VC 115.

VC 118 Italian Diction 2 Credits

Introduction to the rules for singing Italian through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 119 French Diction 2 Credits

Introduction to the rules for singing French through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 120 German Diction 2 Credits

Introduction to the rules for singing German through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 191 Movement for the Performer 2 Credits

Movement exercises and etudes help students develop proper alignment, physical freedom, unification of voice, breath, and body, and help them explore the body as an expressive instrument.

VC 201A Voice Primary 2 Credits**VC 201B Voice Primary 1 Credits****VC 201C Voice Primary 2 Credits****VC 201E Voice Primary 2 Credits****VC 201F Voice Primary 1 Credits****VC 201G Voice Primary 2 Credits****VC 203 Voice Secondary 1 Credits****VC 291 The Singing Actor 2 Credits**

The introduction to vocal performance entails coaching of selected songs, arias or repertoire from music theater and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

Prerequisite(s): successful completion of Level I voice jury.

VC 301A Voice Primary 2 Credits**VC 301B Voice Primary 1 Credits****VC 301E Voice Primary 2 Credits****VC 301F Voice Primary 1 Credits****VC 301G Voice Primary 2 Credits****VC 305 Singing in Italian and French 2 Credits**

Master class and private coaching in vocal performance of Italian and French language song, recitative and opera arias. The class will focus on pronunciation, inflection and nuances of sung Italian and French.

Prerequisite(s): Successful completion of Level I jury; VC 118, VC 119.

VC 306 Singing in German and English 2 Credits

Master class and private coaching in vocal performance of German and English language song, recitative and opera arias. The class will focus on pronunciation, inflection and nuances of sung German and English.

Prerequisite(s): Successful completion of Level I Jury; VC 120.

VC 401A Voice Primary 2 Credits**VC 401B Voice Primary 1 Credits****VC 401E Voice Primary 2 Credits****VC 401F Voice Primary 1 Credits****VC 401G Voice Primary 2 Credits****VC 408 Voice Science 3 Credits**

Study of the physics and physiology of voice production. Musical and vocal acoustics are explored using the facilities of the Westminster Voice Laboratory. Anatomic and physiologic underpinnings of respiration, phonation, articulation, registration and hearing are explored in depth.

VC 433 Song Literature I 2 Credits

A survey of solo literature for voice and accompanying instrument including solo vocal music of the Baroque period and German lieder.

Prerequisite(s): MH 248.

VC 434 Song Literature II 2 Credits

A survey of solo literature for voice and accompanying instrument including French mélodie, songs by nationalist composers, English and American song.

Prerequisite(s): MH 248.

VC 457 Private Coaching 2 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 457 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 458 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 458 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 457 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 458 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 467 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 467 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 468 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 468 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 467 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 468 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

VC 591 Performing in Lyric Theater 2 Credits

Performing in Lyric Theater offers techniques for the preparation of lyric roles in a theatrical setting. It will develop elements of stagecraft, systematize a process for preparations and exploration, and introduce the working relationship with director and conductor.

Prerequisite(s): Undergraduates, VC 291 and the successful completion of Level II jury, or permission of the Chair.

VC 592 Opera Workshop 2 Credits

Introduction to opera performance. Acting exercises, character development, dramatic exploration and musical coaching culminating in a workshop-format presentation. It is recommended that VC 491 or 691 be taken before this course. This course may be repeated for credit.

Prerequisite(s): Undergraduates, successful completion of the level II voice test or permission of the chair.

VC 593 Opera Theater 2 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593E Opera Theater (Ensemble) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593N Opera Theater (Opera NJ) 1 Credits**VC 593R Opera Theater (Role) 2 Credits**

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593T Opera Theater (Tech) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions, and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity.

VC 627 Opera Literature I 3 Credits

Study of the development of opera from 1600 through the Napoleonic era (ca. 1815), with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 628 Opera Literature II 3 Credits

Study of the development of opera from the early 19th century to the present, with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 633 Seminar in Opera Literature 3 Credits

An intensive study of an area of opera literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the works of a selected composer or of a specific genre of opera.

VC 635 Seminar in Song Literature 3 Credits

An intensive study of some area of art song history and literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the selected repertoire.

VC 641A Voice Primary 2 Credits**VC 641B Voice Primary 1 Credits****VC 641C Voice Elective 2 Credits****VC 641D Voice Elective 1 Credits****VC 641E Voice Primary 2 Credits****VC 641F Voice Primary 1 Credits****VC 650 Pedagogy Capstone 1 Credits**

Independent research leading to a completed capstone project, such as a pedagogical publication or presentation, development of an original or unique method of instruction, instructional materials, etc. The project must be approved by the department.

VC 655A Voice Primary 2 Credits**VC 655B Voice Primary 1 Credits****VC 655E Voice Primary 2 Credits****VC 655F Voice Primary 1 Credits****VC 657 Private Coaching 2 Credits**

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 658 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 661 German Lieder 3 Credits

This survey of the German Lieder begins with its roots in the 17th and 18th centuries and continues into the 20th century. Classes will involve study of Romanticism, including philosophers and poets of the 18th and 19th centuries who were important for German Lieder. The bulk of the class involves in-depth study of the Lieder of the important composers of the genre: Haydn, Mozart, Schubert, Robert and Clara Schumann, Mendelssohn, Liszt, Brahms, Wolf, Strauss, Mahler, Schoenberg, Berg, and Webern. Class sessions will involve a balance of lecture, discussion, and student performance.

VC 662 French Melodie 3 Credits

This course is designed as a survey of the song literature of France. Students examine works for voice and piano/instruments by Berlioz, Gounod, Saint-Saëns, Bizet, Faure, Duparc, Chausson, Debussy, Ravel, Messaien, Milhaud, Poulenc, and others, analyzing their relationship to larger stylistic, social, and musicological trends. Investigation will include matters of prosody, scansion, and compositional organization, with particular attention given to matters of text setting and poetic treatment. Special emphasis will be placed on important French language poets whose literary works serve as the basis for this material. Poets will include Baudelaire, Verlaine, Hugo, Rimbaud, Mallarmé, LaForgue, Maeterlinck, and others. Poetic history and form will be covered as well as important composer/poet partnerships. Class sessions will involve a balance of lecture and discussion. Works by both well-known and lesser-known composers will be included.

VC 667 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 668 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

VC 705 Grad Voice Rep:Italian/French 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 706 Grad Voice Rep:German/English 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)

Prerequisite(s): VC 723, VC 724.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 724 Voice Ped II: Methods 3 Credits

A comparative study of various pedagogical methods and ideals. A wide range of important historical and contemporary pedagogy treatises is reviewed. Students explore exercises and vocalises for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student.

Prerequisite(s): VC 723.

VC 725 Voice Ped III: Tchng Practicum 3 Credits

Communication skills are explored and students develop a systematic approach to studio voice instruction. Each student is assigned at least two voice students (one adult and one teenager) to be taught both inside and outside of class. Emphasis is placed on becoming familiar with all voice classifications and basic vocal literature.

Prerequisite(s): VC 723.

VC 726 Voice Research 3 Credits

Peer reviewed research in voice is evaluated and research methodologies are explored. Class projects include research in historical, qualitative, quantitative, and mixed methods approaches.

VC 730 The Singing Actor: Opera 3 Credits

This course entails coaching of selected songs, arias or repertoire from music theater, and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

VC 731 Opera Auditions: Prep & Tech 2 Credits

This class will explore the many facets of preparing an audition for an opera role, apprentice program, or competition. At least three to four arias in contrasting styles and languages should be prepared for work in class. Areas to be addressed include vocal and dramatic presentation, networking, resume building, make-up, and photo advice. In coordination with the Office of Career Services, panel discussions with invited guests that will explore specific career-related topics will be scheduled.

Prerequisite(s): permission of the applied instructor.

VC 740 Seminar in Music Theater Pedagogy 3 Credits

Comprehensive study of various pedagogical approaches to teaching Music Theater singing techniques. Students explore exercises and vocalizes for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments, and other written assignments.

Prerequisite(s): VC 723.

VC 741 Music Theater Literature I 3 Credits

Survey and analysis of Music Theater literature from its roots in Tin Pan Alley through Kander and Ebb. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 742 Music Theater Literature II 3 Credits

Survey and analysis of Music Theater Literature from Sondheim to the present. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The class will also discuss the integration of pop/rock and other contemporary substyles within the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 753 Spec Topics in Voice Perf Prac 3 Credits

Intensive performance coaching and lectures in the form of master classes where performance practice in selected topics will be taught by current faculty or distinguished alumni and specialists in their fields.

Prerequisite(s): permission of the applied instructor.

VC 791 Teaching Internship 2 Credits

Teaching internship with a master teacher(s). The student will teach under faculty observation and supervision, including follow-up private discussion with the observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. May be offered on an intensive basis in conjunction with Westminster Summer Session events, such as The High School Solo Vocal Artist and/or Vocal Institute.

Musical Theatre: Voice Primary (B.F.A)

Program Overview

The musical theatre major at Rider prepares students for a professional career in musical theatre with veteran faculty and regular interface with top industry professionals. This program is provided in a nurturing liberal arts environment just one hour from New York City at Rider's Lawrenceville campus.

The musical theatre program offers development of well-rounded, competitive musical theatre professionals. Rider's professional musical theatre faculty members are committed to developing students' talents and technique in all areas — vocal, dance and acting — preparing them to succeed in the highly competitive world of professional musical theatre. Rider musical theatre majors enjoy affordable, student-sponsored Broadway performance trips, special student discounts, class-related Broadway field-trips and backstage tours or just a quick visit via the nearby train.

Degree Offered

- B.F.A. in Musical Theatre (voice primary)

Contact

Ivan Fuller, Ph.D.

Associate Dean, School of Fine & Performing Arts
609-895-5630
ifuller@rider.edu

Program Website: [www.rider.edu/academics/colleges-schools/wca/sfpa/undergraduate/musical-the...](http://www.rider.edu/academics/colleges-schools/wca/sfpa/undergraduate/musical-theater) (<http://www.rider.edu/academics/colleges-schools/wca/sfpa/undergraduate/musical-theater>)

Associated Department: Department of Theatre and Dance (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/musical-theatre>)

Related Programs

- Arts Administration (p. 1021)
- Dance (p. 1028)
- Voice Performance (p. 1201)

General Requirements

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

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

Applied Music – Voice Primary Study

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

Musical Theatre Lab

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

Performing Opportunities at Rider University

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

Code	Title	Credits
Applied Music		
MUS 168A	Applied Voice (2-credits, repeated 6 times)	12
MUS 168B	Applied Voice (1-credits, repeated 2 times)	2
MTR 132	Group Piano	1
Theory, History, Technology		
MTR 120	Hist of American Music Theater	3

MTR 131	Music Theory for MT	3
MTR 133	Sight Singing for MT	3
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 115	Stagecraft	3
Professional Studies: DANCE		
Select three of the following:		3
MTR 109	Beginning Ballet I	
MTR 110	Advanced Ballet I	
MTR 211	Beginning Ballet II	
MTR 212	Advanced Ballet II	
Select two of the following:		2
MTR 209	Tap Dance I	
MTR 210	Tap Dance II	
MTR 307	Tap III	1
MTR 308	Tap IV	1
Select two of the following:		2
MTR 309	Beginning Jazz Dance I	
MTR 310	Advanced Jazz Dance I	
MTR 311	Beginning Jazz Dance II	
MTR 312	Advanced Jazz Dance II	
Select two of the following:		2
MTR 415	Broadway Styles I	
MTR 416	Broadway Styles II	
Professional Studies: ACTING		
THE 107	Acting I: Intro to Acting	3
THE 110	Acting II: Scene Study	3
THE 310	Acting III	3
THE 311	Acting IV	3
MTR 317	MT Auditions:Preparation/Tech	3
MTR 335	Speech for the Actor	3
Professional Studies: MUSICAL THEATRE		
MTR 105	Musical Theatre Practicum (1-credit, repeated 2 times)	2
MTR 111	Musical Theatre Lab (8 semesters)	0
MTR 215	MT Performance: Song as Text	3
MTR 218	Musical Theatre Scene Study I	3
MTR 219	Musical Theatre Scene Study II	3
MTR 255	Musical Theatre Repertoire I	3
MTR 256	Musical Theater Repertoire II	3
MTR 493	Music Theater Production	1
or THE 127	Theatre Production	
MTR 493T	MTR Production (tech)	1
or THE 127T	Theatre Production Tech	
General Education Requirements		
See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.		33
Free Electives		
Select 9 credits of free electives		9
Total Credits		123

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
MTR 105	Musical Theatre Practicum	1
MTR 109	Beginning Ballet I	1
MTR 111	Musical Theatre Lab	0
MTR 131	Music Theory for MT	3
MUS 168A	Applied Voice	2
THE 107	Acting I: Intro to Acting	3
CMP 120	Expository Writing	3
General Education course		3
Semester Credit Hours		16
Spring Semester		
MTR 133	Sight Singing for MT	3
MTR 105	Musical Theatre Practicum	1
MTR 111	Musical Theatre Lab	0
MTR 110	Ballet II	1
THE 110	Acting II: Scene Study	3
MUS 168A	Applied Voice	2
CMP 125	Research Writing	3
THE 115	Stagecraft	3
MTR 309	Beginning Jazz Dance I	1
Semester Credit Hours		17
Year 2		
Fall Semester		
MTR 132	Group Piano	1
THE 105	Theatre History to 1700	3
MTR 209	Tap Dance I	1
MTR 310	Jazz Dance II	1
THE 310	Acting III	3
MTR 215	MT Performance: Song as Text	3
MUS 168A	Applied Voice	2
MTR 111	Musical Theatre Lab	0
General Education course		
Semester Credit Hours		14
Spring Semester		
MTR 218	Musical Theatre Scene Study I	3
THE 106	Theater History Since 1700	3
MTR 210	Tap Dance II	1
THE 311	Acting IV	3
MUS 168A	Applied Voice	2
MTR 111	Musical Theatre Lab	0
General Education course		
Semester Credit Hours		12

Year 3**Fall Semester**

MUS 168A	Applied Voice	2
MTR 211	Ballet III	1
MTR 335	Speech for the Actor	3
MTR 219	Musical Theatre Scene Study II	3
MTR 255	Musical Theatre Repertoire I	3
MTR 111	Musical Theatre Lab	0
General Education or elective course		3
Semester Credit Hours		15

Spring Semester

MUS 168A	Applied Voice	2
MTR 111	Musical Theatre Lab	0
MTR 120	Hist of American Music Theater	3
MTR 256	Musical Theater Repertoire II	3
General Education or elective courses		6
Semester Credit Hours		14

Year 4**Fall Semester**

MTR 415	Musical Theatre Dance I	1
MTR 111	Musical Theatre Lab	0
MUS 168A	Applied Voice	1
General Education or elective courses		12
Semester Credit Hours		14

Spring Semester

MUS 168A	Applied Voice	1
MTR 416	Musical Theatre Dance II	1
MTR 317	MT Auditions:Preparation/Tech	3
MTR 111	Musical Theatre Lab	0
General Education or elective courses		9
Semester Credit Hours		14
Total Credit Hours for Graduation		116

Courses and Description

MTR 105 Musical Theatre Practicum 1 Credits

This course explores the literature of musical theatre vocal ensembles. It emphasizes examining a wide range of styles. This is a studio/academic class, not a performance ensemble.

MTR 109 Beginning Ballet I 1 Credits

This course introduces the basic elements of ballet technique. Technique is based on the five positions of the legs and feet, coupled with appropriate arm positions. The class consists of a basic ballet barre warm-up that includes stretching and developing strength and turn-out used in dance positions and combinations. Instruction includes jumping, turning, and connecting steps with movement. Ballet terminology is addressed.

MTR 110 Ballet II 1 Credits

Continuation of MTR 109, building upon techniques learned in that course.

Prerequisite(s): MTR 109.

MTR 111 Musical Theatre Lab 0 Credits**MTR 112 Advanced Ballet I 1 Credits**

Continuation of MTR 109, building upon techniques learned in that course.

MTR 113 Beginning Ballet II 1 Credits

Intermediate ballet, expanding upon Ballet I and concentrating upon the American lineage of ballet training.

MTR 114 Advanced Ballet II 1 Credits

Continuation of MTR 113. Intermediate ballet, expanding upon Ballet I and concentrating upon the American lineage of ballet training.

MTR 120 Hist of American Music Theater 3 Credits

The history of the American Musical from the first American production in 1750 of Gay's *The Beggar's Opera* up to the present will be traced. Emphasis will be placed upon those common elements which are solely intrinsic to the American stage. Developments and imported ideas (e.g., *The British Invasion*) will be highlighted.

MTR 131 Music Theory for MT 3 Credits

Teaches students to understand musical form, structure, melody, rhythm and harmony by applying these concepts to musical theatre literature. Includes full analysis of musical theatre songs. Required in the first year.

MTR 132 Group Piano 1 Credits

Offers the musical theatre student appropriate keyboard technique to play any vocal part and to play a rudimentary accompaniment. Required of all second-year students.

Prerequisite(s): MTR 131.

MTR 133 Sight Singing for MT 3 Credits

Intensive class in reading music, designed for musical theatre students. Traditional solfeggio techniques used with musical theatre texts whenever possible. Required of first-year students.

Prerequisite(s): MTR 131.

MTR 207 Music Theater Vocal Coaching 3 Credits

Vocal coaching and repertoire preparation with a focus in developing the skill sets required to research and prepare music theater repertoire. Special emphasis is given to creating and maintaining the professional audition book. Open to music theater majors only.

Prerequisite(s): MTR 101.

MTR 209 Tap Dance I 1 Credits

Introduction to the basic elements of tap dancing. Tap technique is geared to enhance rhythm and motor skills, basic elements that will be used to connect several steps and movements into combinations. Other variations such as "soft shoe" or "clogging" are included.

MTR 210 Tap Dance II 1 Credits

Continuation of MTR 209. Combinations most often used in music theater productions are emphasized.

Prerequisite(s): MTR 209.

MTR 211 Ballet III 1 Credits

Intermediate ballet, expanding upon Ballet II and concentrating upon the American lineage of ballet training.

Prerequisite(s): MTR 110.

MTR 212 Ballet IV 1 Credits

Continuation of MTR 211. Intermediate ballet, expanding upon Ballet III and concentrating upon the American lineage of ballet training.

Prerequisite(s): MTR 211.

MTR 215 MT Performance: Song as Text 3 Credits

In this course the student will learn how to develop a performance of musical text by making doable,actable choices and applying those choices to musical monologues – solo songs.

Prerequisite(s): THE 110.

MTR 216 Acting for Music Theater I 3 Credits

This professional skills course, intended for music theater majors, builds upon the student's previous acting training. Through various exercises and activities (both individual and group), the student will begin to develop a clear method for preparation that addresses first their own instrument, and then (through various methods of analysis) the character and the play. Students will begin to utilize and apply the studied techniques and exercises to simple monologues and a scene. Behavioral truth will precede the more sophisticated studies of emotional truth.

MTR 217 Acting for Music Theater Major II 3 Credits

Continuation of MTR 216. Methods for preparation are expanded as students learn and experience techniques for exploring and developing characters. This semester will focus on the application of the skills and acting techniques studied in the first semester to the needs of dramatic and sung material. Students are expected to synthesize content and skills acquired in the Speech for the Actor, Body Awareness and Movement classes.

Prerequisite(s): MTR 216.

MTR 218 Musical Theatre Scene Study I 3 Credits

Scene study class exploring the literature of the musical theatre – emphasis placed on two- and three-character scenes. Required of all second-year students.

Prerequisite(s): THE 208.

MTR 219 Musical Theatre Scene Study II 3 Credits

Further exploration of scenes in the musical theatre literature – emphasis on more complex scenes. Required of all third-year students.

Prerequisite(s): MTR 218.

MTR 251 Styles and Genres I 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Standard, Classical, and Traditional periods of musical theater. Composers to be studied will include Rodgers and Hammerstein, Lerner and Loewe, Kern, Berlin, Gershwin, Porter, Arlen, Blitstein and Weill.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 252 Styles and Genres II 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary (Non-Pop/Rock) period of music theater. Composers to be studied will include Sondheim, Styne, Kander and Ebb, Guettel, Matby and Shire, and Bernstein.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 253 Styles and Genres III 3 Credits

Focuses teaching and learning on the ways in which musical and textual understanding inform the interpretation and performing of representative composers from the Contemporary, Pop/Rock period of music theater. Composers to be studied will include Webber, Schwartz, Fenn, Flaherty, Menkin, Brown, LaChiusa, and Lipa.

Prerequisite(s): MUS 111, MUS 111L, THE 107, MTR 216.

MTR 255 Musical Theatre Repertoire I 3 Credits

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers through the 1950s. The thrust of this class is split between studio work and academic work.

Prerequisite(s): THE 106, THE 208.

MTR 256 Musical Theater Repertoire II 3 Credits

This course provides the opportunity to encounter/examine the repertoire of the major musical theatre writers since the 1950s. The thrust of this class is split between studio work and academic work.

Prerequisite(s): THE 106, THE 108.

MTR 307 Tap III 1 Credits

This course is designed for the moderately advanced tap dancer. Course to be taken in the fall.

Prerequisite(s): MTR 210.

MTR 308 Tap IV 1 Credits

The course will allow the more advanced student to complete the work begun in Tap III.

Prerequisite(s): MTR 307.

MTR 309 Beginning Jazz Dance I 1 Credits

Based upon the ballet foundation, this course explores the expressive style of jazz dance, and basic Western theatrical dance forms and social dances used most often on the stage.

Prerequisite(s): MTR 109.

MTR 310 Jazz Dance II 1 Credits

Continuation of work begun in MTR 309.

Prerequisite(s): MTR 309.

MTR 311 Jazz Dance III 1 Credits

This course continues the work begun in MTR 309 and 310.

MTR 312 Advanced Jazz Dance II 1 Credits

his course continues the work begun in MTR 309, MTR 310 and MTR 311.

Prerequisite(s): MTR 311.

MTR 313 Ballet V 1 Credits

Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills.

Prerequisite(s): MTR 212.

MTR 314 Ballet VI 1 Credits

Continuation of MTR 313. Advanced ballet, expanding upon Ballet IV and concentrating upon the American lineage of ballet training. Inclusion of advanced combinations, physical development and coordination skills.

Prerequisite(s): MTR 313.

MTR 315 Advanced Jazz Dance I 1 Credits

Continuation of work begun in MTR 309.

MTR 316 Beginning Jazz Dance II 1 Credits

This course continues the work begun in MTR 309 and 315.

MTR 317 MT Auditions:Preparation/Tech 3 Credits

This course, building upon skill-sets established in the Music Theatre singer-actor curriculum, will introduce and hone the required skill-sets for preparing to audition in Music Theatre. Genres and styles of music most often required for auditioning in the industry will be prepared and explored. An audition “book,” based upon the demands of the industry, as well as the most suitable material for each student will be built. When appropriate, guests from the industry will be invited to present master classes and evaluations in a “mock audition” process.

Prerequisite(s): MTR 207, MTR 216, MTR 217, MTR 492.

MTR 318 Advanced Jazz Dance II 1 Credits

This course continues the work begun in MTR 309, MTR 315 and MTR 316.

MTR 319 Jazz Dance III 1 Credits

This course continues the work begun in MTR 318.

MTR 320 Jazz Dance IV 1 Credits

This course continues the work begun in MTR 319.

MTR 335 Speech for the Actor 3 Credits

This course introduces and develops speech techniques, specifically in the areas of relaxation, posture and alignment, respiration, phonation, support, registration, resonance, and articulation. Students learn to consistently produce a free, resonant, fully supported speaking voice. Exercises will increase flexibility and range of speaking and will foster heightened responsiveness to feeling. Regular practice in the delivery of both impromptu and prepared monologues is required. This course includes studies in Neutral American Speech.

MTR 402 Directing Music Theater/Opera 3 Credits

This elective course investigates how conceptual ideas and the process of script analysis are used in putting together a music theatre production for performance. Instruction includes staging ideas and elements needed for a complete production. Other theatrical aspects of choreography, properties, costumes, lighting, and set design are addressed. It is recommended that students complete MTR 496 before taking MTR 402.

MTR 411 Musical Theatre Ensemble 1 Credits**MTR 415 Musical Theatre Dance I 1 Credits**

First capstone course in the Musical Theatre dance sequence. Practical and historical study of Broadway dance styles; main focus on jazz idiom. Emphases placed on technique, performance quality, and auditioning skills.

Prerequisite(s): Completion of Ballet, Tap, and Jazz requirements; senior standing.

MTR 416 Musical Theatre Dance II 1 Credits

Second capstone course in the Musical Theatre dance sequence. Continuing study of Broadway dance styles. Emphasis is placed on technique, performance quality, and auditioning skills.

Prerequisite(s): MTR 416.

MTR 480 Dance for Performing Artist 3 Credits

This course is a culmination of the dance elements and forms studied in ballet, tap, and jazz dance. Context areas include movement used most often in performance of music theater and movement fundamentals applicable to all aspects of presentation and principle to refine and articulate the performer’s awareness and use of the body through singing and dance. Performance issues and movement as a basis for music and sound production are addressed.

Prerequisite(s): MTR 209, MTR 309.

MTR 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credit hours. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

MTR 491 Internship in Music Theater 1-12 Credits

Provides junior or senior musical theatre majors with the opportunity to gain practical experience working within a professional environment. Students must be sponsored by a musical theatre or theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MTR 492 Singing Actor: Music Theater 3 Credits

This semester combines all dramatic and musical studies to create an authentic and believable character that is both emotionally truthful and musically expressive. Music is studied as “script” and dramatic choices are prepared in relationship to all elements present in the score.

Prerequisite(s): MTR 216 and MTR 217.

MTR 493 Music Theater Production 1 Credits

Preparation and performance of a solo or ensemble role in a fully staged music theatre production. Concurrent participation in stage crew activities is required.

MTR 493T MTR Production (tech) 1 Credits**MTR 496 Music Theater Workshop 3 Credits**

This class, building upon the foundational studies associated with preparation and exploration (both dramatic and musical), focuses on performances. Students are taught methods for synthesizing all former training in acting, music, and movement to the needs of the character and the play/score. Each student fully prepares at least two complete roles from the music theater repertoire. The class culminates in a performance of scenes—the Junior Cabaret!

Prerequisite(s): MTR 216, MTR 217, MTR 492.

MTR 511 Music Theater Ensemble 1 Credits

The performance-based, auditioned music theater ensemble engages multiple singers/actors/dancers in performance, utilizing scenes from music theater literature as the primary material. Emphasis is placed upon group interaction and building an ensemble. This ensemble often is asked to perform for University sponsored events.

MUS 001S Applied Voice Studio 0 Credits**MUS 105 Survey of Music History I 3 Credits**

A chronological survey of Western music from the Medieval through the Baroque periods stressing the origin and evolution of musical forms, musical styles, and the important composers before 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 106 Survey of Music History II 3 Credits

A chronological survey of Western music from the classical through the contemporary periods stressing the origin and evolution of musical forms, musical styles, and the important composers since 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 109S Basic Music Theory 3 Credits

This is a beginner's course in music theory. It familiarizes the student with the basic elements (e.g., staff, clefs, time signatures, musical notation, intervals, triads and chords). This course is ideal for both the student wanting to know only the essential, or the student wanting to go on to develop their theoretical skills. For non-music majors, MUS 109S counts toward graduation and grades are awarded on an A-F basis. For music majors, MUS 109S does not count toward graduation, and grading is on a pass ("Y") or fail ("Z") basis.

MUS 110 Music Theory I 3 Credits

A practical introduction to the basic elements of music, beginning with the reading of music notation. Practice in scales and chords; ear-training in rhythm and pitch. Techniques may be applied to the student's own instrument (e.g., guitar, piano, winds) if he or she plays one. Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110L.

MUS 110L Music Theory I Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 110 (Music Theory I). Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110.

MUS 111 Music Theory II 3 Credits

Continuation of MUS 110, leading to some original composition.

Prerequisite(s): MUS 110 and MUS 110L.

Corequisite(s): MUS 111L.

MUS 111L Music Theory II Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 111 (Music Theory II). Prerequisite(s): MUS 110 and MUS 110L or placement.

Corequisite(s): MUS 111.

MUS 113 Popular Music Theory I 3 Credits

Popular Music Theory I covers basic elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords; ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice)

Corequisite(s): MUS 113L.

MUS 113L Popular Music Theory Lab I 1 Credits

Taken in conjunction with Popular Music Theory I, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

Corequisite(s): MUS 113.

MUS 114 Popular Music Theory II 3 Credits

A continuation of Popular Music Theory I, progressing to intermediate elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords, ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice).

MUS 114L Popular Music Theory Lab II 1 Credits

Taken in conjunction with Popular Music Theory II, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

MUS 116 Digital DJing 3 Credits

Digital DJing is a three-week, software-based course that develops musical mixing skills for the purpose of creating the kinds of DJ sets one may play on the radio or at live events. Includes repertoire building across several popular and dance genres.

MUS 120 Music and Society 3 Credits

Introduction to the basic elements of music (rhythm, melody, harmony, etc.) and the appreciation of representative types of music from all historical periods.

MUS 127 Instrumental Ensemble- Band 1 Credits

Ensemble rehearsal and performance of traditional and current concert band music. Maximum of eight credits are accepted in band, choir, and/or theater production.

MUS 128 Choir 1 Credits

Rehearsal and performance of multi-era Western and non-Western repertoire. Instruction in music fundamentals and vocal production. Pitch matching and part-singing abilities must be demonstrated in the first-week sectional hearing.

MUS 129 Contemporary Vocal Ensemble 1 Credits

The objective of the contemporary vocal ensemble course is to allow students to experience the aesthetics of popular music through the study, interpretation and performance of the music. Students will develop their ensemble skills, independent part singing, as they experience a wide range of popular music genres (jazz, pop, R&B, world, etc.) Students must pass an audition to participate in this course.

MUS 130 Music in Children's Lives 3 Credits

Students in this course will study how music interacts in the lives of children as they sing, listen, play instruments and move. Song repertoire and selections for listening and moving from the American, European and non-Western cultures will be introduced. Playing recorder as well as pitched and non-pitched percussion instruments will be demonstrated.

MUS 131 Beginning Piano I 2 Credits

Class approach to learning to play the piano. How to read music, basic piano technique, and appropriate piano pieces and songs are studied.

MUS 132 Beginning Piano II 2 Credits

Continuation of MUS 131. Emphasis on further development of technique and the ability to interpret piano music from a variety of styles.

Prerequisite(s): MUS 131 or equivalent.

MUS 133 Class Voice I 2 Credits

Class approach to learning pop vocals. How to read music, basic vocal production technique and appropriate vocal pieces and songs are studied, especially in popular genres.

MUS 134 Class Voice II 2 Credits

Continuation of class approach to learning pop vocals started in Class Voice I. Intermediate vocal technique for popular music

Prerequisite(s): MUS 133 or placement exam.

MUS 135 Class Guitar I 2 Credits

Class approach to learning to play the guitar. How to read tablature, basic guitar technique, and appropriate guitar pieces and songs are studied, especially in popular genres. Students must provide their own guitars; if electric, they should provide their own amps, too.

MUS 136 Class Guitar II 2 Credits

Continuation of class approach to learning to play the guitar started in Class Guitar I. Intermediate guitar technique for popular music. Students must provide their own guitars; if electric, they should provide their own amps, too.

Prerequisite(s): MUS 135 or placement exam.

MUS 150A Applied Flute 2 Credits

MUS 150B Applied Flute 1 Credits

MUS 150C Applied Flute 2 Credits

MUS 150D Applied Flute Elective 1 Credits

MUS 151A Applied Oboe 2 Credits

MUS 151B Applied Oboe 1 Credits

MUS 151C Applied Oboe 2 Credits

MUS 151D Applied Oboe Elective 1 Credits

MUS 152A Applied Clarinet 2 Credits

MUS 152B Applied Clarinet 1 Credits

MUS 152C Applied Clarinet 2 Credits

MUS 152D Applied Clarinet Elective 1 Credits

MUS 153A Applied Bassoon 2 Credits

MUS 153D Applied Bassoon Elective 1 Credits

MUS 154A Applied Saxophone 2 Credits

MUS 154D Applied Saxophone Elective 1 Credits

MUS 155A Applied French Horn 2 Credits

MUS 155D Applied French Horn Elective 1 Credits

MUS 156A Applied Trumpet 2 Credits

MUS 156B Applied Trumpet 1 Credits

MUS 156C Applied Trumpet 2 Credits

MUS 156D Applied Trumpet Elective 1 Credits

MUS 157A Applied Trombone 2 Credits

MUS 157D Applied Trombone Elective 1 Credits

MUS 158A Applied Euphonium 2 Credits

MUS 158D Applied Euphonium Elective 1 Credits

MUS 159A Applied Tuba 2 Credits

MUS 159D Applied Tuba Elective 1 Credits

MUS 160A Applied Guitar 2 Credits

MUS 160B Applied Guitar 1 Credits

MUS 160C Applied Guitar 2 Credits

MUS 160D Applied Guitar Elective 1 Credits

MUS 160E Applied Guitar 2 Credits

MUS 161A Applied Violin 2 Credits

MUS 161B Applied Violin 1 Credits

MUS 161C Applied Violin 2 Credits

MUS 161D Applied Violin Elective 1 Credits

MUS 161E Applied Violin 2 Credits

MUS 161G Applied Violin 2 Credits

MUS 162A Applied Viola 2 Credits

MUS 162D Applied Viola Elective 1 Credits

MUS 163A Applied Cello 2 Credits

MUS 163D Applied Cello Elective 1 Credits

MUS 164A Applied String Bass 2 Credits

MUS 164B Applied String Bass 1 Credits

MUS 164C Applied String Bass 2 Credits

MUS 164D Applied String Bass Elective 1 Credits

MUS 165A Applied Piano 2 Credits

MUS 201 Skills Ensemble I 1 Credits

A Contemporary Performance skills ensemble focusing on interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts).

MUS 204 Jazz History 3 Credits

Survey from 19th C. roots to 21st C. styles. Development of listening skills and overview of musical skills used by jazz performers. Exploration of the relationship between jazz and poetry, race relations, and the reputation of jazz in popular culture.

Prerequisite(s): CMP 120 or LL 131.

MUS 205 History of Pop and Rock Part I 3 Credits

Students will receive grounding in the origins and flow of popular music up to the break-up of the Beatles. They will learn the musical developments set in their historical and sociological contexts.

MUS 206 History of Pop and Rock Part 2 3 Credits

Students will receive grounding in the developments and flow of popular music from the 1970s to today. They will learn the specific musical developments set in their historical and sociological contexts.

MUS 207 Masterworks in Music 3 Credits

Major works by great composers from different historical periods Mozart, Beethoven, Brahms, and Wagner, among others are studied. Up to 10 compositions by six composers are covered, with an emphasis on listening to recorded and live performances of representative works.

MUS 208 Music of the Theater 3 Credits

A study of music drama both historical and contemporary covering European opera of the Baroque, classical and romantic periods, and the American musical theatre, especially the contemporary Broadway musical.

MUS 209 Great Composers 3 Credits

A study of selected major composers life, works, and historical significance with an emphasis on the listening experience. Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or others.

MUS 210 Music Theory III 3 Credits

Analysis of musical forms, including binary, rounded binary, ternary, and popular song. Identification of techniques that support musical form, including harmonic language, contrast/repetition, compositional process. Advanced sight singing and aural drills.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 211 Music Theory for Music Theater 3 Credits

Analysis of music theater songs, scenes and scores. Various techniques, placement of examples into historical, musical, artistic, and literary perspective. Reading of full and piano/vocal scores, conducting, orchestration and harmonic language will be emphasized.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 212 Cartoon and Anime Culture 3 Credits

This course investigates the music and culture of animated films and television shows, anime, animated shorts including cartoons, and related incidental music for documentary films.

MUS 213 Digital Comp of Pop Music I 3 Credits

This course is about “the doing of music”. It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music.

MUS 214 Writing about Music 3 Credits

This course instructs students in the art of writing about music, from small-form criticism to large scale scholarship, focusing especially on the ability to translate what one hears into engaging prose.

Prerequisite(s): CMP 120 and 125, MUS 110, 110L and 213.

MUS 215 Music & Techn/Mobile Society 3 Credits

This course compares the recent history of music technology to past innovations, focusing on the aesthetic implications and ideological influences of an increasingly mobilized musical milieu.

MUS 216 Digital Comp of Pop Music II 3 Credits

This course is about “the doing of music.” It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music, continuing the content begun in The Digital Composition of Popular Music I.

MUS 217 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip-hop and everything in between.

MUS 218 Postmodernism & Populr Culture 3 Credits

This course considers music in light of the ideological trends of postmodernism in order to better understand contemporary music in its cultural context.

MUS 219 Pop Music Arranging I 3 Credits

The Pop Music Arranging I course is the first of a two-semester course sequence whose goal is to explore the fundamental arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and fundamental arranging techniques, as well as develop skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 220 Pop Songwriting I 3 Credits

The Songwriting I course is an introduction to songwriting in popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and compositional techniques, as well as learn to use the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 233 Intermediate Piano 3-12 Credits

Continuation of MUS 132 with further development of reading skills, piano techniques and interpretation. Each student studies a set of pieces selected together with the instructor tailored specifically to the students' needs and interests.

MUS 300 Beethoven and the Romantic Age 3 Credits

A study of the Romantic period with particular emphasis on Beethoven. The classical heritage, the transformation of that heritage into romantic terms, the prominent influence of Beethoven on 19th century musical style.

MUS 301 Skills Ensemble II 1 Credits

The Contemporary Performance Skills Ensemble II is a course whose focus is interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. This course will require a higher level of musical ability, aptitude, and technical development than the Skills I Ensemble course. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts) • Improvisation.

MUS 303 Music Literature: Baroque Era 3 Credits

A survey of European musical styles from c. 1600 to 1750, approached by listening to the music of the period, including Bach, Handel, and many lesser known masters. Topics include the development of modern musical sound, instrumental forms, Lutheran and Catholic church music, and the beginnings of dramatic music.

MUS 304 Music of the Beatles 3 Credits

This course is a very in-depth analysis of the music and personalities of the Beatles. The student will gain in depth insight to the Beatles songs and albums as the course proceeds through the music chronologically. This will be contextualized historically and sociologically where required.

MUS 305 Words and Music 3 Credits**MUS 306 Contemp Music Experience 3 Credits**

A survey of European and American musical styles of the late 19th and 20th centuries. Topics include postromantic music, neoclassicism, serialism, electronic music, and the current avant garde.

MUS 307 The Music of Radiohead 3 Credits

This course investigates the music, lyrics, art and marketing strategies of the British so called "alternative" band, Radiohead, moving song by song through their demos, videos and albums.

MUS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures.

MUS 309 Film Music 3 Credits

A study of music in feature film, documentary film, and television. A chronological survey of film music from silent to contemporary film, animated shorts, and television, with emphasis on listening to recorded performance of representative works.

MUS 312 The Arts Abroad 3 Credits

A two week trip abroad that includes a critical study of music and theater. Students are required to attend all performances, guided tours, and classes before and after the trip.

MUS 315 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip hop and everything in between.

MUS 316 Digital Mixing and Mastering 3 Credits

Digital Mixing and Mastering is a practical skills class focusing on post-production skills in software interfaces. Students will learn how to work with multiple editing softwares and plug-in tools to achieve balanced, lively, professional mixes.

MUS 319 Pop Music Arranging II 3 Credits

The Pop Music Arranging II course is the terminal course of a two-semester sequence whose goal is to explore the advanced arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and advanced arranging techniques, as well as develop advanced skills as they relate to the utilization of the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 219.

MUS 320 Pop Songwriting II 3 Credits

The Pop Songwriting II course is a continuation of the songwriting course sequence whose goal is to explore advanced compositional techniques for popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and advanced compositional techniques, as well as develop advanced skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 220.

MUS 350A Applied Flute 2 Credits**MUS 350B Applied Flute 1 Credits****MUS 351A Applied Oboe 2 Credits****MUS 351B Applied Oboe 1 Credits****MUS 352A Applied Clarinet 2 Credits****MUS 353A Applied Bassoon 2 Credits****MUS 354A Applied Saxophone 2 Credits****MUS 355A Applied French Horn 2 Credits****MUS 356A Applied Trumpet 2 Credits****MUS 356B Applied Trumpet 1 Credits****MUS 357A Applied Trombone 2 Credits****MUS 358A Applied Euphonium 2 Credits****MUS 359A Applied Tuba 2 Credits****MUS 360A Applied Guitar 2 Credits****MUS 360B Applied Guitar 1 Credits****MUS 361A Applied Violin 2 Credits****MUS 362A Applied Viola 2 Credits****MUS 363A Applied Cello 2 Credits****MUS 364A Applied String Bass 2 Credits****MUS 364B Applied String Bass 1 Credits****MUS 365A Applied Piano 2 Credits****MUS 365B Applied Piano 1 Credits****MUS 366A Applied Organ 2 Credits****MUS 367A Applied Percussion 2 Credits****MUS 368A Applied Voice 2 Credits****MUS 368B Applied Voice 1 Credits****MUS 368C Applied Voice 2 Credits****MUS 368E Applied Voice 2 Credits****MUS 369A Applied Composition 2 Credits****MUS 490 Independent Research and Study 1-4 Credits**

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1 to 4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing; good academic standing.

MUS 491 Internship in Music 1-4 Credits

Provides junior or senior music majors with the opportunity to gain practical experience working within a professional music environment. Students must be sponsored by a music professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MUS 493 Selected Topics in Music Perf 3 Credits

Intensive study of a particular topic in applied music for the intermediate to advanced student. Students are led to understand the historic and aesthetic elements in music through critical listening, performance, research, and class projects.

MUS 495 Selected Topics in Music 3 Credits

Studies specialized aspects of the literature, history, or theory of music, to supplement the established curriculum. Emphasis on creative investigative work and individual experiences in music.

MUS 498 Popular Music Culture Capstone 3 Credits

The capstone is an independent, student-led project resulting in a material product (recording/performance/event/presentation) that demonstrates a student's interests and skills in the area of popular music.

MUS 499 Senior Honors Program 3 Credits

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

THE 105 Theatre History to 1700 3 Credits

The history of theater from the primitive time through the Baroque era. Examines major plays and playwrights, emphasizing the Greek, Roman, Medieval, and Elizabethan eras. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 106 Theater History Since 1700 3 Credits

The history of theater from the Restoration to the present. Examines major plays and playwrights, emphasizing the Restoration, Romantic, and Realistic movements. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 107 Acting I: Intro to Acting 3 Credits

Exercises and improvisations developing the fundamental prerequisites for the actor are provided. The emphasis is on vocal and physical mobility and the ability to communicate emotional states from the stage.

THE 110 Acting II: Scene Study 3 Credits

Basic acting techniques. Emphasis on the ingredients of any action: what am I doing, where, why, who am I, what is my attitude toward partner?

Prerequisite(s): THE 107.

THE 111 Theatre Lab 0 Credits

This class serves as a forum for students to cultivate practical professional skills. Through seminars, guest speakers and master classes, this lab will give the students necessary tools to enter the professional theater. Theater majors must meet the weekly attendance and participation requirements during every semester up to a total of six.

THE 115 Stagecraft 3 Credits

The theory and practice of construction and rigging of stage scenery is offered. Emphasis is on actual productions and road show set-ups. One lecture and two labs per week.

THE 116 Stagecraft Practicum 1 Credits

Work in the various shops and stages specializing in different areas such as carpentry, scenic painting, lighting and electrics, costumes and props, assisting main stage productions under the supervision of the design or technical staff.

Prerequisite(s): THE 115.

THE 118 Visual Imagination 3 Credits

Introduction to the visual world of theater design. Visual examples, physical exercises and handcraft of composition and style, with dramatic input and meaning. The course explores how to translate ideas in a dramatic text into a visual context.

THE 120 Theater Appreciation 3 Credits

By exploration of dramatic literature, conclusions are drawn as to man's relationship to his particular period, style, political, social, and psychological environment. Appreciation of the theatrical event is included. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 127 Theatre Production 1 Credits

Students rehearse and perform roles in a play produced by the department and directed by a member of its faculty. Students may also prepare a major element of design or technology for the production. Maximum of eight credits are accepted in theatre production, band and/or choir.

THE 127T Theatre Production Tech 1 Credits**THE 199 The Arts in Contemporary Civil 3 Credits**

An integrated study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama.

THE 218 Stage Lighting 3 Credits

The theory and practice of stage lighting as utilized in concept, dance, and theatre. Considers the nature of light, controlling light, color theory, electricity, electrical safety, and lighting design.

Prerequisite(s): THE 115.

THE 219 Stage Management 3 Credits

Provide necessary tools to get started as a production stage manager (PSM), including management, leadership, communication and organizational skills. Providing guidelines to prepare production paperwork. Overview of the relationship between the PSM and other production personnel.

Prerequisite(s): THE 115.

THE 220 Movement for the Actor 3 Credits

This course is an introduction to movement training methodologies, and emphasizes physical awareness and expressivity as it relates to development of character.

Prerequisite(s): THE 107, Open to Theater majors or minor, or by permission of the instructor.

THE 221 Voice for the Actor 3 Credits

Focuses on exploration of the basic principles of vocal production and cultivating natural expressivity of the voice. Class work is based upon the classic progression of voice exercises of Kristin Linklater.

Prerequisite(s): THE 107; Open to Theatre majors or minor, or by permission of the instructor.

THE 222 Speech and Dialects for the Actor 3 Credits

Focuses on exploration of the International Phonetic Alphabet (IPA) and the use of the IPA in learning dialects (including Standard Neutral American) for the stage.

Prerequisite(s): THE 107; Open to Theater majors or minor, or by permission of the instructor.

THE 223 Costume Design 3 Credits

Introduction to tasks, skills and expertise of costume design and costuming techniques, relationship with other creative production and cast members. Students will create sketches and develop basic construction plans. Develop familiarity with fabrics, patterns, common challenges in costume design.

Prerequisite(s): THE 115, THE 118.

THE 224 Stage Make Up 3 Credits

Basic application of make up artistry and techniques for the stage. How it can help build a character, and how to apply to self and others.

THE 225 Sound Design 3 Credits

Introduction to sound design and its diverse use and practice for the staged productions, e.g. plays, musicals, operas and dance.

Prerequisite(s): THE 115.

THE 226 Drafting for the Stage 3 Credits

Covers essential drafting language for staged productions. Drafting of ground plans, sections, elevations, and renderings by hand and with computers.

Prerequisite(s): THE 115.

THE 227 Properties and Scenic Painting 3 Credits

Covers general aspects of scenic painting and props for the stage. Hands on exercises, needs and challenges of each area, how work is usually accomplished in the professional world. Explore different textures, materials and how to combine them.

Prerequisite(s): THE 115, THE 118.

THE 240 Script Analysis 3 Credits

This course provides students with a technique for analyzing any text by breaking down scenes into objectives, conflicts, beats, activities and subtext, allowing the actor to construct an approach to finding character.

Prerequisite(s): THE 107.

THE 300 Acting for the Camera 3 Credits

Focuses on the craft and artistry of acting in television and film. Examination of TV production and the styles needed for work in various media will be discussed. Physicalization, simplicity, listening, marking and other technical requirements will be explored. Staging involving different camera angles will be rehearsed. The emphasis of this class is on adapting the performance to the special needs of the camera.

Prerequisite(s): THE 107.

THE 306 American Theatre History 3 Credits

The history of the American theater from the colonial period to the present, emphasizing dramatic scripts and theatrical conventions. Examines important playwrights, theorists, and practitioners representative of each period of American history, emphasizing the 19th and 20th centuries.

THE 307 Contemporary American Theater 3 Credits

Today's most influential theatre artists are discussed. Focusing on playwrights, the form and content of dramatic literature considered most significant today are examined along with recent innovations in design and staging practices.

THE 308 Modern Drama 3 Credits

Surveys American and European drama from 1920 to 1970. All plays are read in English translation. In these plays, theatrical artists address the great themes of this century. While doing so, they also expand the limits of theatrical expression.

THE 310 Acting III 3 Credits

Students will study in-depth techniques for exploring characterization. They will be introduced to the “magic if” and study techniques for placing themselves in the circumstances of the characters they are portraying. They will learn the interior and exterior analysis of characters using “Adler” and “Practical Aesthetics” techniques.

Prerequisite(s): THE 107, THE 110.

THE 311 Acting IV 3 Credits

Students will learn the appropriate techniques to explore characters in the three styles of Elizabethan, Restoration, and Commedia dell’arte theatre. Sessions will include movement, effective speech, and finding appropriate actions for each style. Students will also learn proper research techniques to understand cultural influences on plays and characters.

Prerequisite(s): THE 107, THE 110, THE 310.

THE 312 The Arts Abroad 3 Credits

A two-week trip abroad that includes a critical study of the music and theatre. Students are required to attend all performances, guided tours, and classes before and after the trip. A travel journal and final paper is required. A travel fee is required. Travel sites and artistic disciplines may vary year to year. May be taken more than once for credit.

Prerequisite(s): Permission of instructor.

THE 317 Scenic Design 3 Credits

The study and application of design principles as related to the stage. Incorporates the design process, decor research, styles, materials, and construction technology.

THE 400 Directing 3 Credits

The technique of play directing and production management. Lectures present aesthetic and theoretical concepts that are explored in workshops. Each student is required to direct and analyze a one-act play.

Prerequisite(s): THE 107, THE 110, THE 115.

THE 410 Advanced Performance Workshop 3 Credits

An opportunity to work an entire semester on a specific style or period of theatre, e.g., Shakespeare, farce, Readers’ Theater.

Prerequisite(s): THE 107, THE 110.

THE 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

THE 491 Internship in Theater 1-12 Credits

Provides junior or senior theatre majors the practical experience of working within a professional theater environment. Students must be sponsored by a theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

THE 495 Selected Topics in Theatre His 3 Credits

Intensive study of a particular topic, such as the work of one dramatic movement, one period in dramatic history, or one nation’s history. Students become deeply involved in an area through research, class discussions, and individual consultation with the instructor.

THE 496 Senior Internship 6-12 Credits**THE 498 Senior Capstone 3 Credits**

The senior capstone is intended for technical theatre students in their final year. Depending on the required abilities, students will be able to design sets, lights, costumes, props or sound for a mainstage show at Rider University, do research on topics related to technical Theatre, internships outside Rider University or work on projects that will improve the use of facilities, storage or equipment for Theater and Dance Department.

THE 499 Senior Honors Program 3 Credits

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

Popular Music Studies

Program Overview

The popular music studies major presents students with a focused study in 20th- and 21st-century popular music in a unique context that will give them an unrivaled advantage in any professional aspect of popular music.

Students in the program have the opportunity to develop their own groups and to perform and record projects in an interactive and supportive environment. Rider also helps students gain internships that are tailored to their passions and interests.

Students also can get involved with performance groups such as the Brass Band, Rider Choir, Pep Band and student-run ensembles.

Degree Offered

- B.A. in Popular Music Studies

Contact

Ivan Fuller, Ph.D.

Professor and Chairperson

Fine Arts 166

609-895-5630

ifuller@rider.edu

Program website: Popular Music Studies (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/popular-music-culture>)

Associated Department: School of Fine and Performing Arts (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts>)

Related Programs:

- Arts Administration (p. 1021)
- Music Studies (p. 1033)
- Sacred Music (p. 1109)

Popular Music Studies Major Requirements

NOTE: ART 120, MUS 120 and THE 120 do not fulfill any requirements of the major.

- General Track (p. 1062)
- Performance Track (p. 1063)
- Songwriting Track (p. 1062)

GENERAL TRACK

Code	Title	Credit:
Department Requirements		
MUS 106	Survey of Music History II	3
MUS 113	Popular Music Theory I	3
MUS 113L	Popular Music Theory Lab I	1
MUS 204	Jazz History	3
MUS 205	History of Pop and Rock Part I	3
MUS 206	History of Pop and Rock Part 2	3
MUS 213	Digital Comp of Pop Music I	3
MUS 214	Writing about Music	3
MUS 216	Digital Comp of Pop Music II	3
MUS 308	World Music	3
MUS 498	Popular Music Culture Capstone	3
or MUS 491	Internship in Music	
Department Electives		
Culture/History		12
Select two MUS and two non-MUS courses from the following:		
MUS 105	Survey of Music History I	
MUS 208	Music of the Theater	
MUS 209	Great Composers	
MUS 215	Music & Techn/Mobile Society	
MUS 218	Postmodernism & Populr Culture	
MUS 304	Music of the Beatles	
MUS 307	The Music of Radiohead	
MUS 309	Film Music	
MUS 315	Black Music in America	
MUS 495	Selected Topics in Music	
AMS 213	American Myth in Literature, Landscape, and Music	
AMS 225	American Folklore	
AMS 226	The New South in Literature, Music and Film	
AMS 229	American Popular Culture	
AMS 309	Hip Hop and American Culture	
AMS 310	American Identity in the Arts	
AMS 338	Social Impact of Rock and Roll	
COM 391	Communication Criticism	
POL 280	Sex & Politics	
SOC 252	Media, Culture and Society	
Applied/Performance		6
Select six credits of MUS courses from this section:		
Applied Lessons (1 credit per term)		

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

Ensemble (1 credit per ensemble per term)	
More than three semesters of ensemble will not be allowed in this section. Credits above three will be applied under “free electives.”	
MUS 114	Popular Music Theory II
MUS 114L	Popular Music Theory Lab II
MUS 116	Digital DJing
MUS 131	Beginning Piano I
MUS 132	Beginning Piano II
MUS 133	Class Voice I
MUS 134	Class Voice II
MUS 135	Class Guitar I
MUS 136	Class Guitar II
MUS 201	Skills Ensemble I
MUS 219	Pop Music Arranging I
MUS 220	Pop Songwriting I
MUS 301	Skills Ensemble II
MUS 210	Music Theory III
MUS 233	Intermediate Piano
MUS 316	Digital Mixing and Mastering
MUS 319	Pop Music Arranging II
MUS 320	Pop Songwriting II
MUS 493	Selected Topics in Music Perf
Media	3
Select one of the following:	
CIS 255	Into to Game Design & Development
AAD 306	Business and Art of Recording
AAD 307	Touring and Production Management
COM 131	Fundamentals of Video Production
COM 234	Audio Production
COM 331	Television Production
COM 337	Music Productn for Mass Media
COM 434	Advanced Radio Production
Electives	
Select 9 additional credits from Department Electives courses (listed above) See note above about applied lessons.	
General Education Requirements	
See the School of Fine and Performing Arts General Requirements	
Free Electives	27
Total Credits	121

SONGWRITING TRACK

Code	Title	Credits
Department Requirements		
MUS 106	Survey of Music History II	3
MUS 113	Popular Music Theory I	3
MUS 113L	Popular Music Theory Lab I	1
MUS 114	Popular Music Theory II	3
MUS 114L	Popular Music Theory Lab II	1

MUS 127	Instrumental Ensemble- Band (3 semesters needed)	3
or MUS 128	Choir	
or MUS 201	Skills Ensemble I	
or MUS 301	Skills Ensemble II	
MUS 204	Jazz History	3
MUS 205	History of Pop and Rock Part I	3
MUS 206	History of Pop and Rock Part 2	3
MUS 213	Digital Comp of Pop Music I	3
MUS 214	Writing about Music	3
MUS 216	Digital Comp of Pop Music II	3
MUS 219	Pop Music Arranging I	3
MUS 220	Pop Songwriting I	3
MUS 308	World Music	3
MUS 319	Pop Music Arranging II	3
MUS 320	Pop Songwriting II	3
MUS 498	Popular Music Culture Capstone	3
or MUS 491	Internship in Music	
Department Electives		
Culture/History		9
Select two MUS and one non-MUS course from the following:		
MUS 105	Survey of Music History I	
MUS 208	Music of the Theater	
MUS 209	Great Composers	
MUS 215	Music & Techn/Mobile Society	
MUS 218	Postmodernism & Populr Culture	
MUS 304	Music of the Beatles	
MUS 307	The Music of Radiohead	
MUS 309	Film Music	
MUS 315	Black Music in America	
MUS 495	Selected Topics in Music	
AMS 213	American Myth in Literature, Landscape, and Music	
AMS 225	American Folklore	
AMS 226	The New South in Literature, Music and Film	
AMS 229	American Popular Culture	
AMS 309	Hip Hop and American Culture	
AMS 310	American Identity in the Arts	
AMS 338	Social Impact of Rock and Roll	
COM 391	Communication Criticism	
POL 280	Sex & Politics	
SOC 252	Media, Culture and Society	
Applied/Performance		3
Select 3 credit hours from the following:		
MUS 116	Digital DJing	
MUS 127	Instrumental Ensemble- Band	
MUS 129	Contemporary Vocal Ensemble	
MUS 131	Beginning Piano I	
MUS 132	Beginning Piano II	
MUS 133	Class Voice I	
MUS 134	Class Voice II	
MUS 135	Class Guitar I	

MUS 136	Class Guitar II	
MUS 201	Skills Ensemble I	
MUS 210	Music Theory III	
MUS 233	Intermediate Piano	
MUS 301	Skills Ensemble II	
General Education Requirements		
See the School of Fine and Performing Arts General Requirements		33
Free Electives		25
Total Credits		120

PERFORMANCE TRACK

Code	Title	Credits
Department Requirements		
MUS 113	Popular Music Theory I	3
MUS 113L	Popular Music Theory Lab I	1
MUS 114	Popular Music Theory II	3
MUS 114L	Popular Music Theory Lab II	1
MUS 127	Instrumental Ensemble- Band (2 semesters needed)	2
or MUS 129	Contemporary Vocal Ensemble	
MUS 205	History of Pop and Rock Part I	3
MUS 206	History of Pop and Rock Part 2	3
MUS 213	Digital Comp of Pop Music I	3
MUS 214	Writing about Music	3
MUS 220	Pop Songwriting I	3
MUS 498	Popular Music Culture Capstone	3
or MUS 491	Internship in Music	
Complete 8 combined hours of the following courses and private lessons (maximum 4 hours of private lessons):		8
MUS 131	Beginning Piano I	
MUS 132	Beginning Piano II	
MUS 133	Class Voice I	
MUS 134	Class Voice II	
MUS 135	Class Guitar I	
MUS 136	Class Guitar II	
Complete 6 total hours of the following (minimum 2 hours of MUS 301):		6
MUS 201	Skills Ensemble I	
MUS 301	Skills Ensemble II	
Department Electives		
Culture/History		6
Select two of the following:		
MUS 105	Survey of Music History I	
MUS 106	Survey of Music History II	
MUS 204	Jazz History	
MUS 208	Music of the Theater	
MUS 209	Great Composers	
MUS 215	Music & Techn/Mobile Society	
MUS 218	Postmodernism & Populr Culture	
MUS 304	Music of the Beatles	
MUS 307	The Music of Radiohead	
MUS 308	World Music	
MUS 309	Film Music	

MUS 315	Black Music in America	
MUS 495	Selected Topics in Music	
Entrepreneurial		3
Choose 1 of the following:		
AAD 306	Business and Art of Recording	
AAD 308	Legal Aspects of the Arts	
ENT 100	Innovation and Entrepreneurship	
BUS 210	Intro to Law: Contracts	
COM 207	Social Media and Social Change	
Applied/Performance		3
Choose 3 total hours from the following:		
MUS 116	Digital DJing	
MUS 127	Instrumental Ensemble- Band	
MUS 129	Contemporary Vocal Ensemble	
MUS 131	Beginning Piano I	
MUS 132	Beginning Piano II	
MUS 133	Class Voice I	
MUS 134	Class Voice II	
MUS 135	Class Guitar I	
MUS 136	Class Guitar II	
MUS 201	Skills Ensemble I	
MUS 210	Music Theory III	
MUS 216	Digital Comp of Pop Music II	
MUS 219	Pop Music Arranging I	
MUS 233	Intermediate Piano	
MUS 301	Skills Ensemble II	
MUS 319	Pop Music Arranging II	
MUS 320	Pop Songwriting II	
General Education Requirements		
See the School of Fine and Performing Arts General Requirements		33
Free Electives		33
Total Credits		120

Popular Music Studies Minor Requirements

(18 credits)

Code	Title	Credits
Required Courses		
MUS 204	Jazz History	3
MUS 205	History of Pop and Rock Part I	3
MUS 206	History of Pop and Rock Part 2	3
MUS 304	Music of the Beatles	3
or MUS 307	The Music of Radiohead	
MUS 106	Survey of Music History II	3
or MUS 309	Film Music	
Elective		
Select one of the following:		3
MUS 208	Music of the Theater	
MUS 209	Great Composers	
MUS 212	Cartoon and Anime Culture	
MUS 214	Writing about Music	
MUS 215	Music & Techn/Mobile Society	
MUS 218	Postmodernism & Populr Culture	

MUS 300	Beethoven and the Romantic Age	
MUS 306	Contemp Music Experience	
MUS 308	World Music	
MUS 309	Film Music	
MUS 315	Black Music in America	
MUS 495	Selected Topics in Music	
Total Credits		18

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

** Note that ART 120, MUS 120 or THE 120 do not fulfill any requirements of the major. **

GENERAL TRACK

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing	3
MUS 205	History of Pop and Rock Part I	3
MUS 213	Digital Comp of Pop Music I	3
Gen Ed		3
Applied/Media Elective		3
Semester Credit Hours		15
Spring Semester		
CMP 125	Research Writing	3
MUS 206	History of Pop and Rock Part 2	3
MUS 113	Popular Music Theory I	3
MUS 113L	Popular Music Theory Lab I	1
MUS 216	Digital Comp of Pop Music II	3
Gen Ed		3
Semester Credit Hours		16

Year 2		
Fall Semester		
MUS 204	Jazz History	3
Culture/History Elective		3
Gen Ed		3
Gen Ed		3
Applied/Media Elective		3
Semester Credit Hours		15
Spring Semester		
MUS 106	Survey of Music History II	3
MUS 214	Writing about Music	3
Culture/History Elective		3
Gen Ed		3
Minor/Free Elective		3
Semester Credit Hours		15

Year 3			MUS 113	Popular Music Theory I	3
Fall Semester			MUS 113L	Popular Music Theory Lab I	1
MUS 308	World Music	3	MUS 132	Beginning Piano II	2
Gen Ed		3	or	or Class Voice II	
Gen Ed		3	MUS 134	or Class Guitar II	
Minor/Free Elective		3	or		
Culture/History Elective		3	MUS 136		
Applied/Media Elective		1	MUS 216	Digital Comp of Pop Music II	3
Semester Credit Hours		16	MUS 220	Pop Songwriting I	3
Spring Semester			Semester Credit Hours		
Department Elective		3	Year 2		
Culture/History Elective		3	Fall Semester		
Minor/Free Elective		3	MUS 114	Popular Music Theory II	3
Minor/Free Elective		3	MUS 114L	Popular Music Theory Lab II	1
Minor/Free Elective		2	MUS 201	Skills Ensemble I	1
Applied/Media Elective		1	or	or Skills Ensemble II	
Semester Credit Hours		15	MUS 301		
Year 4			Applied Lessons		1
Fall Semester			General Education		6
Department Elective		3	Free elective		3
Minor/Free Elective		3	Semester Credit Hours		
Minor/Free Elective		3	Spring Semester		
Gen Ed		3	MUS 201	Skills Ensemble I	1
Applied/Media Elective		1	or	or Skills Ensemble II	
Department Elective		1	MUS 301		
Semester Credit Hours		14	MUS 214	Writing about Music	3
Spring Semester			Applied Lessons		1
MUS 498	Popular Music Culture Capstone	3	Culture/History elective		3
Minor/Free Elective		3	General Education		6
Minor/Free Elective		3	Free elective		3
Gen Ed		3	Semester Credit Hours		
Department Elective		1	Year 3		
Department Elective		1	Fall Semester		
Semester Credit Hours		14	MUS 201	Skills Ensemble I	1
Total Credit Hours for Graduation			or	or Skills Ensemble II	
			MUS 301		
			Applied Lessons		1
			General Education		6
			Free electives		6
			Semester Credit Hours		
			Spring Semester		
			MUS 201	Skills Ensemble I	1
			or	or Skills Ensemble II	
			MUS 301		
			MUS 127	Instrumental Ensemble- Band	1
			or	or Contemporary Vocal Ensemble	
			MUS 129		
			Applied Lesson		1
			Culture/History elective		3
			Entrepreneurial elective		3
			General Education		3
			Free elective		3
			Semester Credit Hours		
			15		

PERFORMANCE TRACK

Course	Title	Credits
Year 1		
Fall Semester		
CMP 120	Expository Writing	3
MUS 131	Beginning Piano I	2
or	or Class Voice I	
MUS 133	or Class Guitar I	
or		
MUS 135		
MUS 205	History of Pop and Rock Part I	3
MUS 213	Digital Comp of Pop Music I	3
General Education		3
Semester Credit Hours		14
Spring Semester		
CMP 125	Research Writing	3

Year 4**Fall Semester**

MUS 127	Instrumental Ensemble- Band	1
or	or Contemporary Vocal Ensemble	
MUS 129		
MUS 301	Skills Ensemble II	1
Culture/History elective		3
General Education		6
Free elective		3
Semester Credit Hours		14

Spring Semester

MUS 301	Skills Ensemble II	1
MUS 498	Popular Music Culture Capstone	3
or	or Internship in Music	
MUS 491		
Free electives		12
Semester Credit Hours		16
Total Credit Hours for Graduation		120

SONGWRITING TRACK

Course	Title	Credits
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Year 1**Fall Semester**

CMP 120	Expository Writing	3
MUS 205	History of Pop and Rock Part I	3
MUS 213	Digital Comp of Pop Music I	3
General Education		6
Semester Credit Hours		15

Spring Semester

CMP 125	Research Writing	3
MUS 113	Popular Music Theory I	3
MUS 113L	Popular Music Theory Lab I	1
General Education		3
MUS 206	History of Pop and Rock Part 2	3
MUS 216	Digital Comp of Pop Music II	3
Semester Credit Hours		16

Year 2**Fall Semester**

MUS 114	Popular Music Theory II	3
MUS 114L	Popular Music Theory Lab II	1
MUS 204	Jazz History	3
MUS 220	Pop Songwriting I	3
General Education		3
Free elective		3
Semester Credit Hours		16

Spring Semester

MUS 106	Survey of Music History II	3
MUS 214	Writing about Music	3
MUS 320	Pop Songwriting II	3
Culture/History elective		3
Free Elective		3
Semester Credit Hours		15

Year 3**Fall Semester**

MUS 127	Instrumental Ensemble- Band	1
or	or Contemporary Vocal Ensemble	
MUS 129	or Skills Ensemble I	
or	or Skills Ensemble II	
MUS 201		
or		
MUS 301		
MUS 308	World Music	3
General Education		6
Free elective		3
MUS 219	Pop Music Arranging I	3
Semester Credit Hours		16

Spring Semester

MUS 127	Instrumental Ensemble- Band	1
or	or Contemporary Vocal Ensemble	
MUS 129	or Skills Ensemble I	
or	or Skills Ensemble II	
MUS 201		
or		
MUS 301		
MUS 319	Pop Music Arranging II	3
Culture/History elective		3
General Education		3
Free elective		6
Semester Credit Hours		16

Year 4**Fall Semester**

MUS 127	Instrumental Ensemble- Band	1
or	or Contemporary Vocal Ensemble	
MUS 129	or Skills Ensemble I	
or	or Skills Ensemble II	
MUS 201		
or		
MUS 301		
Culture/History elective		3
General Education		6
Free electives		3
Semester Credit Hours		13

Spring Semester

MUS 498	Popular Music Culture Capstone	3
or	or Internship in Music	
MUS 491		
Free electives		9
Applied/Performance elective		1
Semester Credit Hours		13
Total Credit Hours for Graduation		120

MUS 001S Applied Voice Studio 0 Credits**MUS 105 Survey of Music History I 3 Credits**

A chronological survey of Western music from the Medieval through the Baroque periods stressing the origin and evolution of musical forms, musical styles, and the important composers before 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 106 Survey of Music History II 3 Credits

A chronological survey of Western music from the classical through the contemporary periods stressing the origin and evolution of musical forms, musical styles, and the important composers since 1750. The relation between the music and the aesthetic movements of each period is studied.

MUS 109S Basic Music Theory 3 Credits

This is a beginner's course in music theory. It familiarizes the student with the basic elements (e.g., staff, clefs, time signatures, musical notation, intervals, triads and chords). This course is ideal for both the student wanting to know only the essential, or the student wanting to go on to develop their theoretical skills. For non-music majors, MUS 109S counts toward graduation and grades are awarded on an A-F basis. For music majors, MUS 109S does not count toward graduation, and grading is on a pass ("Y") or fail ("Z") basis.

MUS 110 Music Theory I 3 Credits

A practical introduction to the basic elements of music, beginning with the reading of music notation. Practice in scales and chords; ear-training in rhythm and pitch. Techniques may be applied to the student's own instrument (e.g., guitar, piano, winds) if he or she plays one. Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110L.

MUS 110L Music Theory I Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 110 (Music Theory I). Prerequisite(s): MUS 109S or placement.

Corequisite(s): MUS 110.

MUS 111 Music Theory II 3 Credits

Continuation of MUS 110, leading to some original composition.

Prerequisite(s): MUS 110 and MUS 110L.

Corequisite(s): MUS 111L.

MUS 111L Music Theory II Lab 1 Credits

Dictation, aural skills training, sight singing, and keyboard skills to accompany MUS 111 (Music Theory II). Prerequisite(s): MUS 110 and MUS 110L or placement.

Corequisite(s): MUS 111.

MUS 113 Popular Music Theory I 3 Credits

Popular Music Theory I covers basic elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords; ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice)

Corequisite(s): MUS 113L.

MUS 113L Popular Music Theory Lab I 1 Credits

Taken in conjunction with Popular Music Theory I, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

Corequisite(s): MUS 113.

MUS 114 Popular Music Theory II 3 Credits

A continuation of Popular Music Theory I, progressing to intermediate elements of music, including the reading of music notation in traditional formats as well as in audio wave form and in the visualization of standard Digital Audio Workstations. Practice in scales and chords, ear-training in rhythm, pitch, and timbre. Techniques may be applied to the student's own instrument (e.g., guitar, piano, voice).

MUS 114L Popular Music Theory Lab II 1 Credits

Taken in conjunction with Popular Music Theory II, the lab applies theoretical concepts in a performance context. Applied aural training and improvisation skills on primary and secondary instruments.

MUS 116 Digital DJing 3 Credits

Digital DJing is a three-week, software-based course that develops musical mixing skills for the purpose of creating the kinds of DJ sets one may play on the radio or at live events. Includes repertory building across several popular and dance genres.

MUS 120 Music and Society 3 Credits

Introduction to the basic elements of music (rhythm, melody, harmony, etc.) and the appreciation of representative types of music from all historical periods.

MUS 127 Instrumental Ensemble- Band 1 Credits

Ensemble rehearsal and performance of traditional and current concert band music. Maximum of eight credits are accepted in band, choir, and/or theater production.

MUS 128 Choir 1 Credits

Rehearsal and performance of multi-era Western and non-Western repertoire. Instruction in music fundamentals and vocal production. Pitch matching and part-singing abilities must be demonstrated in the first-week sectional hearing.

MUS 129 Contemporary Vocal Ensemble 1 Credits

The objective of the contemporary vocal ensemble course is to allow students to experience the aesthetics of popular music through the study, interpretation and performance of the music. Students will develop their ensemble skills, independent part singing, as they experience a wide range of popular music genres (jazz, pop, R&B, world, etc.) Students must pass an audition to participate in this course.

MUS 130 Music in Children's Lives 3 Credits

Students in this course will study how music interacts in the lives of children as they sing, listen, play instruments and move. Song repertoire and selections for listening and moving from the American, European and non-Western cultures will be introduced. Playing recorder as well as pitched and non-pitched percussion instruments will be demonstrated.

MUS 131 Beginning Piano I 2 Credits

Class approach to learning to play the piano. How to read music, basic piano technique, and appropriate piano pieces and songs are studied.

MUS 132 Beginning Piano II 2 Credits

Continuation of MUS 131. Emphasis on further development of technique and the ability to interpret piano music from a variety of styles.

Prerequisite(s): MUS 131 or equivalent.

MUS 133 Class Voice I 2 Credits

Class approach to learning pop vocals. How to read music, basic vocal production technique and appropriate vocal pieces and songs are studied, especially in popular genres.

MUS 134 Class Voice II 2 Credits

Continuation of class approach to learning pop vocals started in Class Voice I. Intermediate vocal technique for popular music

Prerequisite(s): MUS 133 or placement exam.

MUS 135 Class Guitar I 2 Credits

Class approach to learning to play the guitar. How to read tablature, basic guitar technique, and appropriate guitar pieces and songs are studied, especially in popular genres. Students must provide their own guitars; if electric, they should provide their own amps, too.

MUS 136 Class Guitar II 2 Credits

Continuation of class approach to learning to play the guitar started in Class Guitar I. Intermediate guitar technique for popular music. Students must provide their own guitars; if electric, they should provide their own amps, too.

Prerequisite(s): MUS 135 or placement exam.

MUS 150A Applied Flute 2 Credits

MUS 150B Applied Flute 1 Credits

MUS 150C Applied Flute 2 Credits

MUS 150D Applied Flute Elective 1 Credits

MUS 151A Applied Oboe 2 Credits

MUS 151B Applied Oboe 1 Credits

MUS 151C Applied Oboe 2 Credits

MUS 151D Applied Oboe Elective 1 Credits

MUS 152A Applied Clarinet 2 Credits

MUS 152B Applied Clarinet 1 Credits

MUS 152C Applied Clarinet 2 Credits

MUS 152D Applied Clarinet Elective 1 Credits

MUS 153A Applied Bassoon 2 Credits

MUS 153D Applied Bassoon Elective 1 Credits

MUS 154A Applied Saxophone 2 Credits

MUS 154D Applied Saxophone Elective 1 Credits

MUS 155A Applied French Horn 2 Credits

MUS 155D Applied French Horn Elective 1 Credits

MUS 156A Applied Trumpet 2 Credits

MUS 156B Applied Trumpet 1 Credits

MUS 156C Applied Trumpet 2 Credits

MUS 156D Applied Trumpet Elective 1 Credits

MUS 157A Applied Trombone 2 Credits

MUS 157D Applied Trombone Elective 1 Credits

MUS 158A Applied Euphonium 2 Credits

MUS 158D Applied Euphonium Elective 1 Credits

MUS 159A Applied Tuba 2 Credits

MUS 159D Applied Tuba Elective 1 Credits

MUS 160A Applied Guitar 2 Credits

MUS 160B Applied Guitar 1 Credits

MUS 160C Applied Guitar 2 Credits

MUS 160D Applied Guitar Elective 1 Credits

MUS 160E Applied Guitar 2 Credits

MUS 161A Applied Violin 2 Credits

MUS 161B Applied Violin 1 Credits

MUS 161C Applied Violin 2 Credits

MUS 161D Applied Violin Elective 1 Credits

MUS 161E Applied Violin 2 Credits

MUS 161G Applied Violin 2 Credits

MUS 162A Applied Viola 2 Credits

MUS 162D Applied Viola Elective 1 Credits

MUS 163A Applied Cello 2 Credits

MUS 163D Applied Cello Elective 1 Credits

MUS 164A Applied String Bass 2 Credits

MUS 164B Applied String Bass 1 Credits

MUS 164C Applied String Bass 2 Credits

MUS 164D Applied String Bass Elective 1 Credits

MUS 165A Applied Piano 2 Credits

MUS 201 Skills Ensemble I 1 Credits

A Contemporary Performance skills ensemble focusing on interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts).

MUS 204 Jazz History 3 Credits

Survey from 19th C. roots to 21st C. styles. Development of listening skills and overview of musical skills used by jazz performers. Exploration of the relationship between jazz and poetry, race relations, and the reputation of jazz in popular culture.

Prerequisite(s): CMP 120 or LL 131.

MUS 205 History of Pop and Rock Part I 3 Credits

Students will receive grounding in the origins and flow of popular music up to the break-up of the Beatles. They will learn the musical developments set in their historical and sociological contexts.

MUS 206 History of Pop and Rock Part 2 3 Credits

Students will receive grounding in the developments and flow of popular music from the 1970s to today. They will learn the specific musical developments set in their historical and sociological contexts.

MUS 207 Masterworks in Music 3 Credits

Major works by great composers from different historical periods Mozart, Beethoven, Brahms, and Wagner, among others are studied. Up to 10 compositions by six composers are covered, with an emphasis on listening to recorded and live performances of representative works.

MUS 208 Music of the Theater 3 Credits

A study of music drama both historical and contemporary covering European opera of the Baroque, classical and romantic periods, and the American musical theatre, especially the contemporary Broadway musical.

MUS 209 Great Composers 3 Credits

A study of selected major composers life, works, and historical significance with an emphasis on the listening experience. Bach, Mozart, Beethoven, Tchaikovsky, Stravinsky, or others.

MUS 210 Music Theory III 3 Credits

Analysis of musical forms, including binary, rounded binary, ternary, and popular song. Identification of techniques that support musical form, including harmonic language, contrast/repetition, compositional process. Advanced sight singing and aural drills.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 211 Music Theory for Music Theater 3 Credits

Analysis of music theater songs, scenes and scores. Various techniques, placement of examples into historical, musical, artistic, and literary perspective. Reading of full and piano/vocal scores, conducting, orchestration and harmonic language will be emphasized.

Prerequisite(s): MUS 111 and MUS 111L.

MUS 212 Cartoon and Anime Culture 3 Credits

This course investigates the music and culture of animated films and television shows, anime, animated shorts including cartoons, and related incidental music for documentary films.

MUS 213 Digital Comp of Pop Music I 3 Credits

This course is about “the doing of music”. It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music.

MUS 214 Writing about Music 3 Credits

This course instructs students in the art of writing about music, from small-form criticism to large scale scholarship, focusing especially on the ability to translate what one hears into engaging prose.

Prerequisite(s): CMP 120 and 125, MUS 110, 110L and 213.

MUS 215 Music & Techn/Mobile Society 3 Credits

This course compares the recent history of music technology to past innovations, focusing on the aesthetic implications and ideological influences of an increasingly mobilized musical milieu.

MUS 216 Digital Comp of Pop Music II 3 Credits

This course is about “the doing of music.” It ties music theory to pragmatic concerns with keyboards and software in the making and distribution of music, continuing the content begun in The Digital Composition of Popular Music I.

MUS 217 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip-hop and everything in between.

MUS 218 Postmodernism & Populr Culture 3 Credits

This course considers music in light of the ideological trends of postmodernism in order to better understand contemporary music in its cultural context.

MUS 219 Pop Music Arranging I 3 Credits

The Pop Music Arranging I course is the first of a two-semester course sequence whose goal is to explore the fundamental arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and fundamental arranging techniques, as well as develop skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 220 Pop Songwriting I 3 Credits

The Songwriting I course is an introduction to songwriting in popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and compositional techniques, as well as learn to use the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L.

MUS 233 Intermediate Piano 3-12 Credits

Continuation of MUS 132 with further development of reading skills, piano techniques and interpretation. Each student studies a set of pieces selected together with the instructor tailored specifically to the students' needs and interests.

MUS 300 Beethoven and the Romantic Age 3 Credits

A study of the Romantic period with particular emphasis on Beethoven. The classical heritage, the transformation of that heritage into romantic terms, the prominent influence of Beethoven on 19th century musical style.

MUS 301 Skills Ensemble II 1 Credits

The Contemporary Performance Skills Ensemble II is a course whose focus is interactive musicianship, composition, ear training, transcription, and notation, for popular music studies majors. This course will require a higher level of musical ability, aptitude, and technical development than the Skills I Ensemble course. Students will develop proficiency in the following areas: • Developing ensemble skills • Preparing and rehearsing original compositions • Recognizing scales, intervals and chords • Harmonic, Melodic, and Rhythmic Transcription • Recognizing basic structural elements in different musical genres: Pop(Hip-Hop, R&B, Rock)/Jazz/Classical as well as understand their basic vernacular • Writing legible and clear musical scores (charts) • Improvisation.

MUS 303 Music Literature: Baroque Era 3 Credits

A survey of European musical styles from c. 1600 to 1750, approached by listening to the music of the period, including Bach, Handel, and many lesser known masters. Topics include the development of modern musical sound, instrumental forms, Lutheran and Catholic church music, and the beginnings of dramatic music.

MUS 304 Music of the Beatles 3 Credits

This course is a very in-depth analysis of the music and personalities of the Beatles. The student will gain in depth insight to the Beatles songs and albums as the course proceeds through the music chronologically. This will be contextualized historically and sociologically where required.

MUS 305 Words and Music 3 Credits**MUS 306 Contemp Music Experience 3 Credits**

A survey of European and American musical styles of the late 19th and 20th centuries. Topics include postromantic music, neoclassicism, serialism, electronic music, and the current avant garde.

MUS 307 The Music of Radiohead 3 Credits

This course investigates the music, lyrics, art and marketing strategies of the British so called "alternative" band, Radiohead, moving song by song through their demos, videos and albums.

MUS 308 World Music 3 Credits

The student is introduced to selected world cultures by listening to and analyzing specific music that is indigenous to each culture. The position and importance of the music within each society will be the main focus of the investigation. Comparing this music to the music of our American culture will provide a basis for judging and interacting with unfamiliar world cultures.

MUS 309 Film Music 3 Credits

A study of music in feature film, documentary film, and television. A chronological survey of film music from silent to contemporary film, animated shorts, and television, with emphasis on listening to recorded performance of representative works.

MUS 312 The Arts Abroad 3 Credits

A two week trip abroad that includes a critical study of music and theater. Students are required to attend all performances, guided tours, and classes before and after the trip.

MUS 315 Black Music in America 3 Credits

This course covers the history of music made by and/or about African Americans, from minstrel shows to hip hop and everything in between.

MUS 316 Digital Mixing and Mastering 3 Credits

Digital Mixing and Mastering is a practical skills class focusing on post-production skills in software interfaces. Students will learn how to work with multiple editing softwares and plug-in tools to achieve balanced, lively, professional mixes.

MUS 319 Pop Music Arranging II 3 Credits

The Pop Music Arranging II course is the terminal course of a two-semester sequence whose goal is to explore the advanced arranging techniques for popular music styles. Students will learn to arrange popular music for the standard instrumentation found in a pop/rock ensemble (bass guitar, drumset, rhythm guitar, and keyboard). This course will develop comprehensive musicianship and advanced arranging techniques, as well as develop advanced skills as they relate to the utilization of the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 219.

MUS 320 Pop Songwriting II 3 Credits

The Pop Songwriting II course is a continuation of the songwriting course sequence whose goal is to explore advanced compositional techniques for popular music styles. Students will learn to compose music by themselves and collaboratively. This course will develop comprehensive musicianship and advanced compositional techniques, as well as develop advanced skills as they relate to the software platforms Logic Pro X and Finale notation.

Prerequisite(s): MUS 110, MUS 110L, MUS 220.

MUS 350A Applied Flute 2 Credits

MUS 350B Applied Flute 1 Credits

MUS 351A Applied Oboe 2 Credits

MUS 351B Applied Oboe 1 Credits

MUS 352A Applied Clarinet 2 Credits

MUS 353A Applied Bassoon 2 Credits

MUS 354A Applied Saxophone 2 Credits

MUS 355A Applied French Horn 2 Credits

MUS 356A Applied Trumpet 2 Credits

MUS 356B Applied Trumpet 1 Credits

MUS 357A Applied Trombone 2 Credits

MUS 358A Applied Euphonium 2 Credits

MUS 359A Applied Tuba 2 Credits

MUS 360A Applied Guitar 2 Credits

MUS 360B Applied Guitar 1 Credits

MUS 361A Applied Violin 2 Credits

MUS 362A Applied Viola 2 Credits

MUS 363A Applied Cello 2 Credits

MUS 364A Applied String Bass 2 Credits

MUS 364B Applied String Bass 1 Credits

MUS 365A Applied Piano 2 Credits

MUS 365B Applied Piano 1 Credits

MUS 366A Applied Organ 2 Credits

MUS 367A Applied Percussion 2 Credits

MUS 368A Applied Voice 2 Credits

MUS 368B Applied Voice 1 Credits

MUS 368C Applied Voice 2 Credits

MUS 368E Applied Voice 2 Credits

MUS 369A Applied Composition 2 Credits

MUS 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1 to 4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing; good academic standing.

MUS 491 Internship in Music 1-4 Credits

Provides junior or senior music majors with the opportunity to gain practical experience working within a professional music environment. Students must be sponsored by a music professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

MUS 493 Selected Topics in Music Perf 3 Credits

Intensive study of a particular topic in applied music for the intermediate to advanced student. Students are led to understand the historic and aesthetic elements in music through critical listening, performance, research, and class projects.

MUS 495 Selected Topics in Music 3 Credits

Studies specialized aspects of the literature, history, or theory of music, to supplement the established curriculum. Emphasis on creative investigative work and individual experiences in music.

MUS 498 Popular Music Culture Capstone 3 Credits

The capstone is an independent, student-led project resulting in a material product (recording/performance/event/presentation) that demonstrates a student's interests and skills in the area of popular music.

MUS 499 Senior Honors Program 3 Credits

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

Theatre

Program Overview

In addition to a full array of theatre coursework, six main-stage productions each year give students a wide variety of experiences and opportunities. As a theatre major at Rider, students have the choice of pursuing an acting, musical theatre, technical theatre or theatre studies track. Acting majors receive rich training in preparation for pursuing a career as a professional actor. Musical theatre majors receive an education in the various areas necessary to develop as a professional musical theatre performer. Technical theatre majors are offered a wide range of courses in the various aspects of theatre production. Theatre studies majors use their degree to pursue careers as educators, directors, theatre scholars, and dramaturgs. All four tracks allow you the ability to add a second major or minor.

Audition or Interview

A satisfactory audition or interview must be completed before a student is accepted into this major. Audition and interview requirements may be found on the Admissions audition website (<http://www.rider.edu/ugauditions>).

Degrees Offered

- B.A. in Theatre: Acting
- B.A. in Theatre: Musical Theatre
- B.A. in Theatre: Theatre Studies
- B.A. in Theatre: Technical Theatre

Contact

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Associate Dean, School of Fine & Performing Arts

Fine Arts, room 166A

609-895-5630

ifuller@rider.edu

Program Website: www.rider.edu/theatre (<http://www.rider.edu/theatre>)

Associated Department: Department of Theatre (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/theatre>) and Dance (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/dance>)

www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/dance)

Related Programs

- Arts Administration (p. 1021)
- Dance (p. 1028)
- Musical Theatre / Musical Direction (p. 1034)
- Musical Theatre / Voice Primary (p. 1050)

Acting Concentration Requirements (p. 1072)

Musical Theatre Concentration Requirements (p.)

Theatre Studies Concentration Requirements (p.)

Technical Theatre Concentration Requirements (p. 1072)

Acting Track Requirements

Code	Title	Credits
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 110	Acting II: Scene Study	3
THE 111	Theatre Lab (Repeat 6 times)	0
THE 220	Movement for the Actor	3
THE 310	Acting III	3
THE 311	Acting IV	3
THE 221	Voice for the Actor	3
THE 222	Speech and Dialects for the Actor	3
THE 240	Script Analysis	3
THE 300	Acting for the Camera	3
THE 400	Directing	3
THE 115	Stagecraft	3
Two additional courses from the following:		6
THE 218	Stage Lighting	
THE 317	Scenic Design	
THE 410	Advanced Performance Workshop	
ENG 363	The Drama	
THE 127	Theatre Production (Must be repeated 3 times and may be repeated an additional three times) or THE 127T Theatre Production Tech or MTR 493 Music Theater Production or MTR 493TMTR Production (tech)	
Total Credits		45

Musical Theatre Track Requirements

Code	Title	Credits
B.A. in Theatre Core Courses		
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 115	Stagecraft	3
THE 240	Script Analysis	3

THE 400	Directing	3
MTR 111	Musical Theatre Lab (8 semesters) ¹	0
Musical Theatre Track		
MTR 105	Musical Theatre Practicum	1
MTR 120	Hist of American Music Theater	3
MTR 131	Music Theory for MT	3
MTR 132	Group Piano	1
MTR 215	MT Performance: Song as Text	3
MTR 218	Musical Theatre Scene Study I	3
MTR 493T	MTR Production (tech)	1
or THE 127T	Theatre Production Tech	
MUS 168B	Applied Voice (8 semesters)	8
THE 110	Acting II: Scene Study	3
Ballet (2 semesters)		2
Jazz Dance (1 semester)		1
Tap Dance (1 semester)		1
Total Credits		48

¹ Musical Theatre Lab in lieu of Theatre Lab.

Theatre Studies Track Requirements

Code	Title	Credits
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab (Repeat 6 times)	0
THE 115	Stagecraft	3
THE 240	Script Analysis	3
THE 400	Directing	3
Six additional courses from the following list:		18
THE 110	Acting II: Scene Study	
THE 127	Theatre Production (Must be repeated 3 times and may be repeated an additional three times) or THE 127T Theatre Production Tech or MTR 493 Music Theater Production or MTR 493TMTR Production (tech)	
THE 218	Stage Lighting	
THE 317	Scenic Design	
THE 300	Acting for the Camera	
THE 306	American Theatre History	
THE 307	Contemporary American Theater	
THE 495	Selected Topics in Theatre His	
THE 410	Advanced Performance Workshop	
ENG 217	Intro To Shakespeare	
ENG 363	The Drama	
Six credits in art, dance, music or musical theatre courses		6
Total Credits		42

Technical Theatre Track Requirements

Code	Title	Credits
THE 105	Theatre History to 1700	3

THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab (Repeat 6 times)	0
THE 115	Stagecraft	3
THE 116	Stagecraft Practicum (Repeat 3 times)	3
THE 118	Visual Imagination	3
THE 127T	Theatre Production Tech (Repeat 6 times)	6
THE 218	Stage Lighting	3
THE 223	Costume Design	3
THE 240	Script Analysis	3
THE 317	Scenic Design	3
THE 400	Directing	3
THE 498	Senior Capstone	3
AAD 121	Intro to Arts Administration	3
Select two from the following:		6
AAD 307	Touring and Production Management	
THE 219	Stage Management	
THE 224	Stage Make Up	
THE 225	Sound Design	
THE 226	Drafting for the Stage	
THE 227	Properties and Scenic Painting	
THE 491	Internship in Theater	
Total Credits		51

Theatre Minor Requirements

(20 credits)

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

Code	Title	Credits
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab (2 terms)	0
THE 115	Stagecraft	3
THE 127T	Theatre Production Tech (2 terms)	2
or THE 127	Theatre Production	
Two Theatre elective courses		6
Total Credits		20

Acting Track (p. 1072)

Musical Theatre Track (p.)

Technical Theatre Track (p. 1072)

Theatre Studies Track (p.)

Acting Track

(45 credits)

Code	Title	Credits
Required Courses		
THE 105	Theatre History to 1700	3

THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 110	Acting II: Scene Study	3
THE 111	Theatre Lab (6 terms)	0
THE 115	Stagecraft	3
THE 220	Movement for the Actor	3
THE 221	Voice for the Actor	3
THE 222	Speech and Dialects for the Actor	3
THE 240	Script Analysis	3
THE 310	Acting III	3
THE 311	Acting IV	3
THE 400	Directing	3
THE 410	Advanced Performance Workshop ¹	3
Select two of the following:		6
THE 127	Theatre Production	
THE 218	Stage Lighting	
THE 317	Scenic Design	
THE 300	Acting for the Camera	
THE 410	Advanced Performance Workshop ¹	
MTR 493	Music Theater Production	
ENG 363	The Drama	

General Education Requirements

See core requirements on the School of Fine and Performing Arts page of the Rider University website. (<http://www.rider.edu/academics/colleges-schools/westminster-college-of-the-arts/school-of-fine-performing-arts/undergraduate-programs/general-education-requirements>)

Free Electives

Select 42 credits of free electives	42
Total Credits	120

THE 410 may be taken more than once for credit.

Technical Theatre Track

(51 credits)

Code	Title	Credits
Required Courses		
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab (Repeat 6 times)	0
THE 115	Stagecraft	3
THE 116	Stagecraft Practicum (Repeat 3 times)	3
THE 118	Visual Imagination	3
THE 127T	Theatre Production Tech (Repeat 6 times)	6
THE 218	Stage Lighting	3
THE 223	Costume Design	3
THE 240	Script Analysis	3
THE 317	Scenic Design	3
THE 400	Directing	3
THE 498	Senior Capstone	3
AAD 121	Intro to Arts Administration	3

Select two of the following:		6
AAD 307	Touring and Production Management	
THE 219	Stage Management	
THE 224	Stage Make Up	
THE 225	Sound Design	
THE 226	Drafting for the Stage	
THE 227	Properties and Scenic Painting	
THE 491	Internship in Theater	
Total Credits		51

Theatre Studies Track

(45 credits)

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

Code	Title	Credits
Required Courses		
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab	0
THE 115	Stagecraft	3
THE 240	Script Analysis	3
THE 400	Directing	3
Additional Theatre studio or technical or elective courses		21
2 courses in Art, Dance, Music, or Musical Theatre		6
General Education Requirements		
See the list of requirements at the end of the School of Fine and Performing Arts section of the catalog.		33
Free Electives		
Select 42 credits of free electives		42
Total Credits		120

Musical Theatre Track

(48 credits)

Code	Title	Credits
B.A. in Theatre Core Courses		
THE 105	Theatre History to 1700	3
THE 106	Theater History Since 1700	3
THE 107	Acting I: Intro to Acting	3
THE 115	Stagecraft	3
THE 240	Script Analysis	3
THE 400	Directing	3
MTR 111	Musical Theatre Lab (8 semesters) ¹	0
Musical Theatre Track		
MTR 105	Musical Theatre Practicum	1
MTR 120	Hist of American Music Theater	3
MTR 131	Music Theory for MT	3
MTR 132	Group Piano	1
MTR 215	MT Performance: Song as Text	3

MTR 218	Musical Theatre Scene Study I	3
MTR 493T	MTR Production (tech)	1
or THE 127T	Theatre Production Tech	
MUS 168B	Applied Voice (8 semesters)	8
THE 110	Acting II: Scene Study	3
Ballet (2 semesters)		2
Jazz Dance (1 semester)		1
Tap Dance (1 semester)		1
Total Credits		48

¹ Musical Theatre Lab in lieu of Theatre Lab.

B.A. in Theatre: Musical Theatre (p.)
B.A. in Theatre: Technical Theatre (p. 1076)
B.A. in Theatre: Acting (p. 1075)
B.A. in Theatre: Theatre Studies (p.)

B.A. in Theatre: Musical Theatre		
Course	Title	Credits
Year 1		
Fall Semester		
THE 107	Acting I: Intro to Acting	3
MTR 105	Musical Theatre Practicum	1
MTR 111	Musical Theatre Lab	0
MTR 109	Beginning Ballet I	1
or	or Ballet II	
MTR 110	or Ballet III	
or		
MTR 211		
MTR 131	Music Theory for MT	3
General Education Credits		6
MUS 168B	Applied Voice	1
Semester Credit Hours		15
Spring Semester		
MTR 111	Musical Theatre Lab	0
THE 115	Stagecraft	3
MUS 168B	Applied Voice	1
THE 127T	Theatre Production Tech	1
or	or MTR Production (tech)	
MTR 493T		
General Education Credits		6
MTR 110	Ballet II	1
or	or Ballet III	
MTR 211	or Ballet IV	
or		
MTR 212		
THE 110	Acting II: Scene Study	3
Semester Credit Hours		15
Year 2		
Fall Semester		
THE 105	Theatre History to 1700	3
MUS 168B	Applied Voice	1
MTR 215	MT Performance: Song as Text	3

MTR 111	Musical Theatre Lab	0
MTR 132	Group Piano	1
General Education or Elective Credits		4
THE 240	Script Analysis	3
Semester Credit Hours		15

Spring Semester

THE 106	Theater History Since 1700	3
MUS 168B	Applied Voice	1
MTR 111	Musical Theatre Lab	0
MTR 218	Musical Theatre Scene Study I	3
General Education or Elective Credits		8
Semester Credit Hours		15

Year 3

Fall Semester

MTR 209	Tap Dance I or MTR 307	1
MUS 168B	Applied Voice	1
MTR 111	Musical Theatre Lab	0
General Education or Elective Credits		13
Semester Credit Hours		15

Spring Semester

MTR 309	Beginning Jazz Dance I or MTR 310 or Jazz Dance II or MTR 311	1
MUS 168B	Applied Voice	1
MTR 111	Musical Theatre Lab	0
MTR 120	Hist of American Music Theater	3
General Education or Elective Credits		10
Semester Credit Hours		15

Year 4

Fall Semester

MUS 168B	Applied Voice	1
MTR 111	Musical Theatre Lab	0
General Education or Elective Credits		14
Semester Credit Hours		15

Spring Semester

THE 400	Directing	3
MUS 168B	Applied Voice	1
MTR 111	Musical Theatre Lab	0
General Education or Elective Credits		11
Semester Credit Hours		15
Total Credit Hours for Graduation		120

B.A. in Theatre: Acting

Course	Title	Credits
Year 1		
Fall Semester		
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab	0

THE 115	Stagecraft	3
CMP 120	Expository Writing	3
General Education Electives		6
Semester Credit Hours		15

Spring Semester

THE 111	Theatre Lab	0
THE 110	Acting II: Scene Study	3
CMP 125	Research Writing	3
General Education/Free Electives		9
Semester Credit Hours		15

Year 2

Fall Semester

THE 111	Theatre Lab	0
THE 220	Movement for the Actor	3
THE 221	Voice for the Actor	3
Theatre elective		3
General Education Electives		6
Semester Credit Hours		15

Spring Semester

THE 111	Theatre Lab	0
THE 222	Speech and Dialects for the Actor	3
THE 240	Script Analysis	3
Theatre elective		3
General Education Electives		6
Semester Credit Hours		15

Year 3

Fall Semester

THE 105	Theatre History to 1700	3
THE 111	Theatre Lab	0
THE 410	Advanced Performance Workshop	3
THE 310	Acting III	3
General Education Electives		6
Semester Credit Hours		15

Spring Semester

THE 111	Theatre Lab	0
THE 106	Theater History Since 1700	3
THE 311	Acting IV	3
General Education Electives		9
Semester Credit Hours		15

Year 4

Fall Semester

THE 111	Theatre Lab	0
General Education Electives		15
Semester Credit Hours		15

Spring Semester

THE 111	Theatre Lab	0
THE 400	Directing	3
Electives		12
Semester Credit Hours		15
Total Credit Hours for Graduation		120

B.A. in Theatre: Technical Theatre

Course	Title	Credits
Year 1		
Fall Semester		
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab	0
THE 115	Stagecraft	3
CMP 115 or CMP 120	Intro to Expository Writing or Expository Writing	3
General Education Electives		3
AAD 121	Intro to Arts Administration	3
Semester Credit Hours		15
Spring Semester		
THE 111	Theatre Lab	0
THE 116	Stagecraft Practicum	1
THE 118	Visual Imagination	3
THE 127T	Theatre Production Tech	1
Technical Theatre Elective		3
CMP 120 or CMP 125	Expository Writing or Research Writing	3
General Education Elective		3
Semester Credit Hours		14
Year 2		
Fall Semester		
THE 111	Theatre Lab	0
THE 116	Stagecraft Practicum	1
THE 127T	Theatre Production Tech	1
THE 317 or THE 218	Scenic Design or Stage Lighting	3
Technical Theatre Elective		3
General Education Elective		6
Semester Credit Hours		14
Spring Semester		
THE 111	Theatre Lab	0
THE 116	Stagecraft Practicum	1
THE 127T	Theatre Production Tech	1
THE 240	Script Analysis	3
Technical Theatre Elective		3
General Education Elective		6
Semester Credit Hours		14
Year 3		
Fall Semester		
THE 105	Theatre History to 1700	3
THE 111	Theatre Lab	0
THE 127T	Theatre Production Tech	1
THE 218 or THE 317	Stage Lighting or Scenic Design	3
Technical Theatre Elective		3
General Education Elective		6
Semester Credit Hours		16

Spring Semester

THE 106	Theater History Since 1700	3
THE 111	Theatre Lab	0
THE 127T	Theatre Production Tech	1
General Education Electives		12
Semester Credit Hours		16

Year 4**Fall Semester**

THE 127T	Theatre Production Tech	1
General Education Electives		15
Semester Credit Hours		16

Spring Semester

THE 400	Directing	3
THE 498	Senior Capstone	3
Electives		11
Semester Credit Hours		17
Total Credit Hours for Graduation		122

.A. in Theatre: Theatre Studies

Course	Title	Credits
Year 1		
Fall Semester		
THE 107	Acting I: Intro to Acting	3
THE 111	Theatre Lab	0
THE 115	Stagecraft	3
CMP 120	Expository Writing	3
General Education Course		6
Semester Credit Hours		15
Spring Semester		
THE 111	Theatre Lab	0
CMP 125	Research Writing	3
General Education/Free Electives		9
Theatre Elective		3
Semester Credit Hours		15
Year 2		
Fall Semester		
THE 111	Theatre Lab	0
Theatre elective		6
General Education Course		9
Semester Credit Hours		15
Spring Semester		
THE 111	Theatre Lab	0
THE 240	Script Analysis	3
Theatre elective		6
General Education Electives		6
Semester Credit Hours		15
Year 3		
Fall Semester		
THE 105	Theatre History to 1700	3
THE 111	Theatre Lab	0
Gen Education Electives		6

Theatre Electives	6
Semester Credit Hours	15
Spring Semester	
THE 111 Theatre Lab	0
THE 106 Theater History Since 1700	3
General Education Electives	9
Theatre Electives	3
Semester Credit Hours	15
Year 4	
Fall Semester	
THE 111 Theatre Lab	0
Electives	15
Semester Credit Hours	15
Spring Semester	
THE 111 Theatre Lab	0
THE 400 Directing	3
Electives	12
Semester Credit Hours	15
Total Credit Hours for Graduation	120

Courses and Descriptions

THE 105 Theatre History to 1700 3 Credits

The history of theater from the primitive time through the Baroque era. Examines major plays and playwrights, emphasizing the Greek, Roman, Medieval, and Elizabethan eras. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 106 Theater History Since 1700 3 Credits

The history of theater from the Restoration to the present. Examines major plays and playwrights, emphasizing the Restoration, Romantic, and Realistic movements. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 107 Acting I: Intro to Acting 3 Credits

Exercises and improvisations developing the fundamental prerequisites for the actor are provided. The emphasis is on vocal and physical mobility and the ability to communicate emotional states from the stage.

THE 110 Acting II: Scene Study 3 Credits

Basic acting techniques. Emphasis on the ingredients of any action: what am I doing, where, why, who am I, what is my attitude toward partner?

Prerequisite(s): THE 107.

THE 111 Theatre Lab 0 Credits

This class serves as a forum for students to cultivate practical professional skills. Through seminars, guest speakers and master classes, this lab will give the students necessary tools to enter the professional theater. Theater majors must meet the weekly attendance and participation requirements during every semester up to a total of six.

THE 115 Stagecraft 3 Credits

The theory and practice of construction and rigging of stage scenery is offered. Emphasis is on actual productions and road show set-ups. One lecture and two labs per week.

THE 116 Stagecraft Practicum 1 Credits

Work in the various shops and stages specializing in different areas such as carpentry, scenic painting, lighting and electrics, costumes and props, assisting main stage productions under the supervision of the design or technical staff.

Prerequisite(s): THE 115.

THE 118 Visual Imagination 3 Credits

Introduction to the visual world of theater design. Visual examples, physical exercises and handcraft of composition and style, with dramatic input and meaning. The course explores how to translate ideas in a dramatic text into a visual context.

THE 120 Theater Appreciation 3 Credits

By exploration of dramatic literature, conclusions are drawn as to man's relationship to his particular period, style, political, social, and psychological environment. Appreciation of the theatrical event is included. This course counts towards the fulfillment of the Disciplinary Perspectives element of the CLAS general education curriculum.

THE 127 Theatre Production 1 Credits

Students rehearse and perform roles in a play produced by the department and directed by a member of its faculty. Students may also prepare a major element of design or technology for the production. Maximum of eight credits are accepted in theatre production, band and/or choir.

THE 127T Theatre Production Tech 1 Credits

THE 199 The Arts in Contemporary Civil 3 Credits

An integrated study of the arts and their place in contemporary American life. Includes attendance at several events in art, music, and drama.

THE 218 Stage Lighting 3 Credits

The theory and practice of stage lighting as utilized in concept, dance, and theatre. Considers the nature of light, controlling light, color theory, electricity, electrical safety, and lighting design.

Prerequisite(s): THE 115.

THE 219 Stage Management 3 Credits

Provide necessary tools to get started as a production stage manager (PSM), including management, leadership, communication and organizational skills. Providing guidelines to prepare production paperwork. Overview of the relationship between the PSM and other production personnel.

Prerequisite(s): THE 115.

THE 220 Movement for the Actor 3 Credits

This course is an introduction to movement training methodologies, and emphasizes physical awareness and expressivity as it relates to development of character.

Prerequisite(s): THE 107, Open to Theater majors or minor, or by permission of the instructor.

THE 221 Voice for the Actor 3 Credits

Focuses on exploration of the basic principles of vocal production and cultivating natural expressivity of the voice. Class work is based upon the classic progression of voice exercises of Kristin Linklater.

Prerequisite(s): THE 107; Open to Theatre majors or minor, or by permission of the instructor.

THE 222 Speech and Dialects for the Actor 3 Credits

Focuses on exploration of the International Phonetic Alphabet (IPA) and the use of the IPA in learning dialects (including Standard Neutral American) for the stage.

Prerequisite(s): THE 107; Open to Theater majors or minor, or by permission of the instructor.

THE 223 Costume Design 3 Credits

Introduction to tasks, skills and expertise of costume design and costuming techniques, relationship with other creative production and cast members. Students will create sketches and develop basic construction plans. Develop familiarity with fabrics, patterns, common challenges in costume design.

Prerequisite(s): THE 115, THE 118.

THE 224 Stage Make Up 3 Credits

Basic application of make up artistry and techniques for the stage. How it can help build a character, and how to apply to self and others.

THE 225 Sound Design 3 Credits

Introduction to sound design and its diverse use and practice for the staged productions, e.g. plays, musicals, operas and dance.

Prerequisite(s): THE 115.

THE 226 Drafting for the Stage 3 Credits

Covers essential drafting language for staged productions. Drafting of ground plans, sections, elevations, and renderings by hand and with computers.

Prerequisite(s): THE 115.

THE 227 Properties and Scenic Painting 3 Credits

Covers general aspects of scenic painting and props for the stage. Hands on exercises, needs and challenges of each area, how work is usually accomplished in the professional world. Explore different textures, materials and how to combine them.

Prerequisite(s): THE 115, THE 118.

THE 240 Script Analysis 3 Credits

This course provides students with a technique for analyzing any text by breaking down scenes into objectives, conflicts, beats, activities and subtext, allowing the actor to construct an approach to finding character.

Prerequisite(s): THE 107.

THE 300 Acting for the Camera 3 Credits

Focuses on the craft and artistry of acting in television and film. Examination of TV production and the styles needed for work in various media will be discussed. Physicalization, simplicity, listening, marking and other technical requirements will be explored. Staging involving different camera angles will be rehearsed. The emphasis of this class is on adapting the performance to the special needs of the camera.

Prerequisite(s): THE 107.

THE 306 American Theatre History 3 Credits

The history of the American theater from the colonial period to the present, emphasizing dramatic scripts and theatrical conventions. Examines important playwrights, theorists, and practitioners representative of each period of American history, emphasizing the 19th and 20th centuries.

THE 307 Contemporary American Theater 3 Credits

Today's most influential theatre artists are discussed. Focusing on playwrights, the form and content of dramatic literature considered most significant today are examined along with recent innovations in design and staging practices.

THE 308 Modern Drama 3 Credits

Surveys American and European drama from 1920 to 1970. All plays are read in English translation. In these plays, theatrical artists address the great themes of this century. While doing so, they also expand the limits of theatrical expression.

THE 310 Acting III 3 Credits

Students will study in-depth techniques for exploring characterization. They will be introduced to the "magic if" and study techniques for placing themselves in the circumstances of the characters they are portraying. They will learn the interior and exterior analysis of characters using "Adler" and "Practical Aesthetics" techniques.

Prerequisite(s): THE 107, THE 110.

THE 311 Acting IV 3 Credits

Students will learn the appropriate techniques to explore characters in the three styles of Elizabethan, Restoration, and Commedia dell'arte theatre. Sessions will include movement, effective speech, and finding appropriate actions for each style. Students will also learn proper research techniques to understand cultural influences on plays and characters.

Prerequisite(s): THE 107, THE 110, THE 310.

THE 312 The Arts Abroad 3 Credits

A two-week trip abroad that includes a critical study of the music and theatre. Students are required to attend all performances, guided tours, and classes before and after the trip. A travel journal and final paper is required. A travel fee is required. Travel sites and artistic disciplines may vary year to year. May be taken more than once for credit.

Prerequisite(s): Permission of instructor.

THE 317 Scenic Design 3 Credits

The study and application of design principles as related to the stage. Incorporates the design process, decor research, styles, materials, and construction technology.

THE 400 Directing 3 Credits

The technique of play directing and production management. Lectures present aesthetic and theoretical concepts that are explored in workshops. Each student is required to direct and analyze a one-act play.

Prerequisite(s): THE 107, THE 110, THE 115.

THE 410 Advanced Performance Workshop 3 Credits

An opportunity to work an entire semester on a specific style or period of theatre, e.g., Shakespeare, farce, Readers' Theater.

Prerequisite(s): THE 107, THE 110.

THE 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 Credits. Approval of the faculty sponsor, department chair, and dean required prior to enrollment.

Prerequisite(s): junior or senior standing, good academic standing.

THE 491 Internship in Theater 1-12 Credits

Provides junior or senior theatre majors the practical experience of working within a professional theater environment. Students must be sponsored by a theatre professor. For each academic credit, interns must work 48 hours for the semester, or approximately 3.7 hours each week.

Prerequisite(s): permission of instructor.

THE 495 Selected Topics in Theatre His 3 Credits

Intensive study of a particular topic, such as the work of one dramatic movement, one period in dramatic history, or one nation's history. Students become deeply involved in an area through research, class discussions, and individual consultation with the instructor.

THE 496 Senior Internship 6-12 Credits**THE 498 Senior Capstone 3 Credits**

The senior capstone is intended for technical theatre students in their final year. Depending on the required abilities, students will be able to design sets, lights, costumes, props or sound for a mainstage show at Rider University, do research on topics related to technical Theatre, internships outside Rider University or work on projects that will improve the use of facilities, storage or equipment for Theater and Dance Department.

THE 499 Senior Honors Program 3 Credits

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

Core Requirements

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

Students in any School of Fine and Performing Arts degree must earn a minimum of 120 credits. The BFA in Musical Theatre requires a minimum of 121 credits.

General Education Requirements

Students in the Fine Arts major (Art track) must complete the Core Curriculum requirements (<http://catalog.rider.edu/undergraduate/colleges-schools/liberal-arts-sciences/school-liberal-arts-sciences/core-requirements>) as listed under the College of Liberal Arts and Sciences. All other majors in the School of Fine and Performing Arts must complete these requirements:

Code	Title	Credits
English		
CMP 115	Intro to Expository Writing ¹	3
CMP 120	Expository Writing	3
or BHP 100	Honors Seminar: Great Ideas I	
Select one of the following:		3
CMP 125	Research Writing	
BHP 150	Honors Seminar: Great Ideas II	
CMP 203	Literature and Composition	
Reading ²		
CRC 100	College Reading (0-2 Supplemental Education Units)	0-2
Foreign Language		
Two semesters of the same language are required. To be chosen from Chinese, French, German, Italian, Russian, or Spanish. ³		6
Mathematics ⁴		
Select one of the following:		3-4

MTH 102	Finite Mathematics	
MTH 105	Algebra and Trigonometry	
MTH 210	Calculus I	
World History		
HIS 150	World History to 1500	3
HIS 151	World History Since 1500	3
Literature		
Any course from the following list.		3
ENG 205	Understanding Literature	
ENG 208	Arthurian Legends in Literature	
ENG 210	Major American Authors	
ENG 211	Major British Authors	
ENG 213	Literature and Mythology	
ENG 214	Monsters in Literature	
ENG 215	Satire and Comedy	
ENG 217	Intro To Shakespeare	
ENG 219	Literature and Violence	
ENG 220	Literature & Society	
ENG 221	Literature and Psychology	
ENG 224	Science Fiction	
ENG 228	Black American Lit	
ENG 229	Multi-Ethnic Lit in America	
ENG 230	Women In Literature	
ENG 270	Major Poets	
ENG 275	Posthumanism: Bodies and Technology in Literature	
ENG 290	The Short Story	
ENG 295	Human Relationships in Lit (honors)	
LAW 204	Law, Literature, and Film in America	
LIT 250	Masterworks of Western Lit I	
LIT 251	Masterworks of Western Lit II	
LIT 310	Russian Literature 988-1850	
LIT 311	Russian Literature 1850-1917	
LIT 312	20th Century Russian Lit	
LIT 315	Tolstoy	
LIT 317	Dostoevsky	
LIT 322	German Lit & Film in Eng Trans	
LIT 325	The Folk Tale	
LIT 340	Hispanic Lit & Film Eng Trans	
LIT 370	European Short Novel	
LIT 390	The Bible As Literature	
Philosophy		
Select one of the following:		3
Any course in the Philosophy Department		
AMS 227	Philosophy of Martin Luther King Jr.	
Social Science, Communication and Professional Preparation		
Select one of the following:		3
COM 104	Speech Communication	
COM 105	Communication, Culture and Media	
ECO 200	Principles of Macroeconomics	
ECO 201	Principles of Microeconomics	
POL 100	Intro to American Politics	

POL 102	Understanding Politics
SOC 101	Sociological Imagination
SOC 110	Cultural Anthropology
Natural and Physical Science	
Any courses from the following list.	
BIO 100	Life Science:Human Emphasis
BNS 107	Life Science: Behavioral Neuroscience Emphasis
CHE 100	Intro to College Chemistry
CHE 115	Chem and Contemporary Society
GEO 100	Earth Systems Science
GEO 113	Environmental Geology (also cross listed as GLS-113)
GEO 168	Mesozoic Ruling Reptiles
MAR 120	Oceanography
MAR 227	Introduction to Field Marine Science: Subtropical Environments
MAR 228	Introduction to Field Marine Science: Boreal Environments
MAR 229	Introduction to Field Marine Science: Tropical Environments
PHY 103	Science of Light and Color
PHY 104	Energy, the Environment & Man
PSY 100	Intro To Psychology
SP 408	Voice Science

Total Credits 33-36

- ¹ CMP 115 may be waived by SAT of 530 or testing.
- ² College Reading required only of those students scoring 470 or lower on the reading comprehension portion of the SAT.
- ³ Students who place at the 200-level or above are still expected to take a minimum of three (3) credits at the level of placement. Students who are native speakers of other languages may have the Foreign Language requirement waived upon documentation of proficiency. To initiate a request for a waiver, students should see the chairperson of the Department of Foreign Languages and Literature.
- ⁴ MTH 100S Math Skills Lab may be required based on ACT/SAT scores.

Westminster Choir College

A division of Westminster College of the Arts, **Westminster Choir College of Rider University** is a professional college of music located on a 23-acre campus in Princeton, NJ, seven miles north of Rider’s Lawrenceville campus. Here, the Bachelor of Music (B.M.) degree is offered with majors in music education, organ performance, piano, sacred music, theory/composition, and voice performance. The Master of Music (M.M.) degree is offered in American and Public Musicology choral conducting, composition, music education, organ performance, piano accompanying and coaching, piano pedagogy and performance, piano performance, sacred music, and voice pedagogy and performance. In addition, the college offers the Master of Music Education (M.M.E.), Master of Voice Pedagogy (M.V.P.), and Bachelor of Arts in Music degrees.

A Tradition of Excellence

Choral music performance lies at the heart of the Westminster program, which involves daily choir rehearsals and required voice study for all its students. Preparation and performance of the choral/orchestral

works at times takes precedence over all other facets of campus life. All undergraduates sing in one of the large ensembles: Chapel Choir, Schola Cantorum or Symphonic Choir. Auditioned ensembles include the Westminster Choir, Williamson Voices, Westminster Kantorei, Jubilee Singers, and Concert Bell Choir.

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

Private Study

Private study in voice, piano, or organ is available on the Westminster campus during the fall and/or spring terms. Travel to the Westminster campus is the responsibility of the student. Full-time students from Rider’s Lawrenceville campus whose major program does not require private applied music study, or Westminster College of the Arts majors who have completed all applied music requirements, may apply to enroll in elective private study on a space available basis. Effective as of the fall 2009 semester for all new or readmitted Rider University students, there is a fee for these half-hour private lessons. Qualified Lawrenceville students may audition for organ study, for elective choirs, or for advanced courses in music for which they meet the prerequisites at Westminster Choir College.

Visit the Westminster Choir College site for undergraduate and graduate catalog information.

Undergraduate Programs

Program	Major	Minor
Arts and Entertainment Industries Management (p. 1081)		✓
Music - BAM (p. 1083)	✓	
Music Education (p. 1087)	✓	
Music Education - Dual Degree (p. 1094)	✓	
Organ Performance (p. 1101)	✓	
Piano (p. 1104)	✓	
Piano Pedagogy (p. 1107)		✓
Sacred Music (p. 1109)	✓	
Theory/Composition (p. 1114)	✓	
Voice Performance (p. 1119)	✓	

The Academic Programs A to Z Chart (p. 21) lists Rider University’s majors, minors and certificates alphabetically, along with the college or school (p. 22) that grants each degree, major, minor and certificate. The following definitions explain the difference between majors, minors, tracks, concentrations, and emphases:

Program	Definition
Major	An organized group of courses ranging from introductory through advanced levels. Typically most if not all courses are in a single primary area of study, although some majors include study in multiple disciplines. Undergraduate majors require between 18 and 90 credits, depending upon the liberal arts or professional focus. Graduate majors require between 30 and 45 credits. Entrance into some majors may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the major is listed on the official transcript.
Minor	An organized group of courses, typically involving introductory through intermediate levels. While most minors are in a single discipline, Rider University offers several interdisciplinary minors, such as Law and Justice, and Sustainability Studies. Minors are offered at only the undergraduate level, and require between 15-24 credits. Some departments have restrictions on the connection between major and minor options. Entrance into some minors may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the minor is listed on the official transcript.
Track	A choice of specialty within a degree, tracks comprise an organized group of courses serving a particular focus within a major. In undergraduate and graduate majors that represent multiple disciplines, tracks indicate a particular disciplinary focus. In a single discipline major with tracks, each track represents a singular focus, often representing a liberal arts or professional path. In some cases, a track represents a sub-specialization within the major field. Entrance into some tracks, particularly those that represent a particular disciplinary focus, may require prerequisites, portfolios, auditions, or other forms of assessment. Tracks require between 21 and 52 credits. Upon completion of all requirements, the track is listed on the official transcript along with the major field of study.
Concentration	Concentrations, such as English Literature or English Writing, represent a specialty or focus within an undergraduate or graduate major field of study. Typically, a concentration unites courses around content or a particular theme. Concentration requirements are a portion of a major, not the entire major itself. In some cases, concentrations refer to an interdisciplinary combination. Entrance into some concentrations may require prerequisites, portfolios, auditions, or other forms of assessment. Undergraduate concentrations require between 12 and 36 credits; graduate concentrations range from 9 to 18 credits. Upon completion of all requirements, the concentration is listed on the official transcript along with the major field of study.

Emphasis

Typically an organized group of courses in a single discipline, the emphasis represents a subset of credits within an undergraduate or graduate major. The emphasis provides a coherent focus of study within a discipline, which may or not be in the major field. Typically an emphasis represents less than a third of the total major credits, mostly ranging from 15 to 19 credits. Entrance into some areas of emphasis may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the emphasis is listed on the official transcript along with the major field of study.

Arts and Entertainment Industries Management Minor

Program Overview

Arts and Entertainment Industries Management minor combines passion for the arts with the business know-how that keeps the arts an active and integral part of communities. A wide variety of opportunities abound for satisfying and rewarding careers in managing the arts, whether in the growing nonprofit sector or in for-profit entertainment, including: entertainment law, venue management, artist management and representation, producing, producing management, stage management, touring management, fundraising, marketing, educational programming, artist research and development, advocacy, policy development, outreach and gallery management.

Degree:

- Minor in Arts and Entertainment Industries Management

Contact

Ivan Fuller

Chairperson, Fine Arts Department

609-895-5630

ifuller@rider.edu

Program Website: www.rider.edu/artsadmin (<http://www.rider.edu/artsadmin>)

Associated Department: Department of Fine Arts

Related Programs

- English (p. 357)
- Graphic Design (p. 423)

Requirements for the Minor

Code	Title	Credits
Required Courses		
AAD 121	Intro to Arts Administration	3
AAD 202	Commun/Marketing in Arts	3
AAD 204	Arts Outreach & Education	3
or AAD 350	Arts Venue and Patron Services Management	
AAD Electives		6
Select two of the following:		
AAD 203	Arts Fundraising	
AAD 204	Arts Outreach & Education	
AAD 225	Arts Administration Practicum	

plus 1 Production Tech Credit in Musical Theater, Theater or Dance	
AAD 306	Business and Art of Recording
AAD 307	Touring and Production Management
AAD 308	Legal Aspects of the Arts
AAD 309	Arts Events & Festivals Mgt
AAD 350	Arts Venue and Patron Services Management
AAD 351	Crossing Cultural Borders
AAD 375	Special Topics: Arts Admin
AAD 400	
ART 227	Gallery Management
Other Elective	3
Select one of the following:	
ACC 210	Introduction to Accounting
CBA 110	Introduction to Business
COM 212	Publication Design
ENG 322	Grant Proposals, Fundraising and Development
MKT 340	Personal Selling
Total Credits	18

Courses and Descriptions

AAD 121 Intro to Arts Administration 3 Credits

A survey course that covers topics relevant to administering the arts, and includes reviewing state and federal legislation to non-profit organizations, non-profit agency structure, long range planning, board development, marketing, fundraising, public relations, advocacy, budget, human resources and ongoing compliance issues. Students will have opportunities to interact with professionals in the field and explore career options.

AAD 202 Commun/Marketing in Arts 3 Credits

Intended for arts or business majors interested in arts management, this course immerses students in the fundamentals of promoting the arts, from grassroots public relations to basic marketing concepts and applications. Students will have opportunities to interact with professionals in the field and explore career options.

Prerequisite(s): AAD 121 and LL 131, or permission of instructor.

AAD 203 Arts Fundraising 3 Credits

Provides students with an understanding of the ethics, strategies and practices of fundraising for non-profit arts agencies. Students gain an understanding of the role of the development office in a non-profit arts agency, prepare for careers in arts management by increasing the skills necessary to function, and learn to plan a multi-faceted fundraising campaign effectively.

Prerequisite(s): CMP 120 or LL 131.

AAD 204 Arts Outreach & Education 3 Credits

This course examines essential educational components of arts institutions, how they evolve and are produced, and will assess the importance of educational programming to arts organizations and the communities they serve.

Prerequisite(s): AAD 121.

AAD 225 Arts Administration Practicum 1 Credits

Under faculty advisement and project site supervision, students complete a total of three, 1-credit (33-hour) "mini-internships" or practicum projects in service to the field, sequentially in the Sophomore Fall, Sophomore Spring, and Junior Fall semesters, simultaneous to Arts Administration Lab. The first practicum project is in connection with Box Office and Patron Service to Rider Performing Arts. The second is in connection with a project of the student's choosing in service to the arts on campus or beyond. The third is in connection with a project of the student's choosing in service to the field in an outside, professional setting.

Prerequisite(s): AAD 121.

AAD 306 Business and Art of Recording 3 Credits

Survey of the recording industry. Responsibilities of the label and producer, copyrights, royalties, residuals, publishing, contracts and artist development, promotion, distribution, product management, domestic and international licensing, and related technology.

Prerequisite(s): AAD 121 and CBA 110 Introduction to Business.

AAD 307 Touring and Production Management 3 Credits

Organizing, marketing and managing tours. Responsibilities of the booking agent, tour manager, and performers. Case studies, relationships, contracts with venues, transportation companies, housing, and unions, budgeting, press kits, and insurance.

Prerequisite(s): AAD 121, CBA 110.

AAD 308 Legal Aspects of the Arts 3 Credits

A survey of legal issues in the arts and entertainment industries, examining the relationship between arts and the law – from cultural property rights to intellectual property, copyright and beyond.

Prerequisite(s): AAD 121.

AAD 309 Arts Events & Festivals Mgt 3 Credits

Students learn to develop, produce, and staff successful arts events while refining planning skills through practice with theoretical and real arts event venues and participating in the production and management of actual events.

Prerequisite(s): AAD 121.

AAD 350 Arts Venue and Patron Services Management 3 Credits

Integrating workplace with organizational mission: administration, staff, general public, artists. Internal control, artist/employee contracts, collective bargaining, health and safety issues, facilities operation, inventory, cultivation and maintenance of clientele and audience.

Prerequisite(s): AAD 121.

AAD 351 Crossing Cultural Borders 3 Credits

Course includes two weeks at an international arts organization, meeting and shadowing administrative staff, studying management styles, finance, and operational procedures, and attending all possible events during the visit. Travel fee required. May be repeated.

Prerequisite(s): Junior standing.

AAD 375 Special Topics: Arts Admin 3 Credits

Intensive study or activity in a specific area of Arts Administration. The content will vary with social/cultural events and/or interests and qualifications of the professor. May be repeated for credit. Fee may be required.

Prerequisite(s): AAD 121 or CBA 110 or permission of instructor.

ACC 210 Introduction to Accounting 3 Credits

This course provides an introduction to basic principles and methods of accounting essential to preparation, understanding and interpretation of financial statements. Topics include accounting for merchandising concerns, current assets, long-term assets, liabilities and equity accounts. A brief overview of internal control is also covered.

ART 227 Gallery Management 3 Credits

Designed to provide students with the experience of working in all aspects of art gallery management. It is intended for students regardless of their major who wish to add the dimension of art to their college experience through direct hands-on curatorship of the Rider Art Gallery.

CBA 110 Introduction to Business 3 Credits**COM 212 Digital Publication Design 3 Credits**

Students will explore the relationships between theory and practice, tradition and innovation, history and ever changing technological and aesthetic trends in publication design. Students will learn to use graphic image and typography as design elements in print media, such as newspaper and newsletter, as well as online media, such as e-magazine and e-book. Students will also learn the interactivity design for online publications. The course directs students to apply these concepts and skills to the production of published materials with digital publishing systems.

ENG 322 Workplace Writing: Grant Proposals, Fundraising and Development 3 Credits

Students employ their analytical and writing skills to research and write grants for non-profit organizations in their local or regional communities. Fundraising and development activities on behalf of area organizations introduce them to career opportunities in this growing field.

Prerequisite(s): completion of composition requirements or permission of instructor.

MKT 340 Personal Selling 3 Credits

Examines persuasive techniques utilized in sales presentations conducted on a person-to-person basis. Major course emphasis is on developing effective selling techniques; understanding the company, its products and the role of the salesperson in implementing product/market strategies; understanding the customers and the selling environment; application of effective sales presentation techniques; recognizing selling opportunities and careers.

Prerequisite(s): MKT 200.

Bachelor of Arts in Music (B.A.M.)

Program Overview

Bachelor of Arts in Music

The Bachelor of Arts in Music is a liberal arts degree with a major in music. A broad foundation in liberal studies complements extensive studies in music. The curriculum is designed for students whose academic/and or career interests extend beyond music.

All students in the B.A.M. degree must select a minor or concentration. Typically this selection is made no later than the end of the sophomore year. Students are encouraged to make this decision earlier, if possible, as the date of the decision may affect progress towards a timely graduation. The declaration is made through the Registrar's office.

Students may choose from any minor approved by Rider University. Minors are offered in most disciplines of the university and require 18-21 credits. Courses taken to fulfill Arts and Sciences core requirements may be used to complete minor requirements. Courses required in

minor programs may be offered at the Princeton campus. Information about minors may be found on the university website (www.rider.edu/academics/majors-minors-programs) (<http://www.rider.edu/academics/majors-minors-programs>).

Degree Offered

- Bachelor of Arts in Music (B.A.M.)

Contact

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Program Website: www.rider.edu/wcc/academics/undergraduate-programs/bachelor-arts-music (<http://www.rider.edu/wcc/academics/undergraduate-programs/bachelor-arts-music>)

Associated Department: Department of Piano and Voice

Faculty

Elly Sparks Brown • Adjunct Assistant Professor, Arts and Sciences, 2013. B.A., Seton Hill University; M.A., The Catholic University of America; M.Div., Virginia Theological Seminary; D.Min., Wesley Theological Seminary.

Elena Livingstone-Ross • Adjunct Assistant Professor, Arts and Sciences, 1995. Graduate, Polytechnic Institute of Leningrad; B.A., Grinnell College; M.A., Princeton University.

Ute Mehnert • Adjunct Assistant Professor, Arts and Sciences, 2011. M.A., Ph.D., University of Cologne.

Elizabeth Scheiber • Professor, Arts and Sciences, 2016. B.A., Western Kentucky University; M.A., Indiana University (Italian Literature); M.A. (French Literature, Indiana University; Ph.D., Indiana University.

Music Program Requirements

Learn more about General Undergraduate Requirements (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>).

Learn more about Westminster Arts and Sciences information and requirements. (p. 1192)

Code	Title	Credits
Choirs		
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (4 terms)	4
Applied Music and Diction		
Choose one primary from Organ, Piano or Voice		
OR 101A	Organ Primary (2 terms)	4
or PI 101A	Piano Primary	
or VC 101A	Voice Primary	
OR 201A	Organ Primary (2 terms)	4
or PI 201A	Piano Primary	
or VC 201A	Voice Primary	
OR 301A	Organ Primary (2 terms)	4
or PI 301A	Piano Primary	

or VC 301A	Voice Primary	
OR 401A	Organ Primary (2 terms) ²	4
or PI 401A	Piano Primary	
or VC 401A	Voice Primary	
Piano or Voice secondary (4 terms)		4
VC 115	English & Italian Diction ³	2
VC 116	French & German Diction ³	2
Theory and Music History		
TH 141	Musicianship I	4
TH 142	Musicianship II	4
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
MH 248	Music Historiography II	3
MH 433	Seminar in Music History	3
TH 342	Contemporary Trends	3
or MH 345	Music Since 1900	
Arts and Sciences/Electives		
Arts and Sciences core classes (27 credits)		
LL 131	English Composition ⁴	3
Foreign language I/II (2 courses) ⁵		6
History elective ⁶		3
Literature		3
Philosophy or Religion elective		3
Natural science or Math elective ⁷		3
Social science elective ⁷		3
Writing Intensive elective ⁸		3
Arts & Sciences electives (8 courses) ⁹		24
Concentration		
Select one of the following concentrations:		
Music History Concentration		
MH 345	Music Since 1900 ¹⁰	
Two additional Music History electives		
Music Theory Concentration		
TH 342	Contemporary Trends ¹¹	
Two additional Theory electives, one of which must be a Level II elective.		
Piano Accompanying Concentration		
Students in this concentration must be Piano Primary		
PI 413	Accompanying Class	
PI 512	Chamber Music	
VC 433	Song Literature I	
or VC 434	Song Literature II	
Select two of the following:		
VC 118	Italian Diction	
VC 119	French Diction	
VC 120	German Diction	
Piano Studies Concentration		
Students in this concentration must be Piano Primary or approved by the department.		
PI 297	Fund of Piano Pedagogy I	
PI 435	Survey of Piano Literature I	
or PI 436	Survey of Piano Literature II	

Select one of the following courses:

PI 298 Fund of Piano Pedagogy II

PI 540 Keyboard Skills

Sacred Music Concentration

SM 121 Survey of Sacred Music Lit

or SM 122 Worship and Theology

SM 354 Hymnody & Psalmody

SM 541 Conducting Church Choirs: Ped & Mgt

Voice Studies Concentration

Students in this concentration must be Voice Primary

VC 433 Song Literature I

VC 434 Song Literature II

VC 408 Voice Science

VC 118 Italian Diction

or VC 119 French Diction

or VC 120 German Diction

Free Electives

Free electives	9
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Total Credits	116
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Notes

¹ With the permission of the Conducting Department, the 8th semester may be waived in the event of an approved internship or off-site semester of study. Internship credits replace Arts and Sciences elective credits.

² The 8th semester may be waived in the event of an approved internship or off-site semester of study. Internship credits replace Arts and Sciences elective credits. A recital or lecture-recital is required.

³ VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives.

⁴ Honors Students will substitute BHP 150 for LL 131.

⁵ Completion of French, German, Spanish, Italian, or Latin II is required. If students are exempted from one or more semesters of foreign language study, they must replace the missing credits with other Arts & Sciences electives.

⁶ Music History or Art History courses do not fulfill history elective requirements.

⁷ Social/behavioral/natural science electives exclude history courses.

⁸ Chosen from COM 107, ENG 321, ENG 322, ENG 323, or LL 285.

⁹ If you choose to complete a minor, the hours required to complete the minor are taken from these 24 credits.

¹⁰ If students select MH 345 as part of their core requirement, they must take TH 342 in place of MH 345 as part of their concentration.

¹¹ If students select TH 342 as part of their core requirement, they must take MH 345 in place of TH 342 as part of their concentration.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
PI 103	Piano Secondary I	1
or VC 103	or Voice Secondary	
Foreign Language I		3
TH 141	Musicianship I	4
LL 131	English Composition	3
Arts & Sciences elective		3
Semester Credit Hours		17
Spring Semester		
CR 109	Chapel Choir	1
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
PI 104	Piano Secondary II	1
or VC 103	or Voice Secondary	
VC 115	English & Italian Diction ¹	2
TH 142	Musicianship II	4
Foreign Language II		3
Literature elective		3
Semester Credit Hours		16
Year 2		
Fall Semester		
CR 209	Schola Cantorum	1
OR 201A	Organ Primary	2
or PI 201A	or Piano Primary	
or VC 201A	or Voice Primary	
PI 203	Piano Secondary III	1
or VC 203	or Voice Secondary	
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
VC 116	French & German Diction ¹	2
Philosophy/Religion elective		3
Semester Credit Hours		16
Spring Semester		
CR 209	Schola Cantorum	1
OR 201A	Organ Primary	2
or PI 201A	or Piano Primary	
or VC 201A	or Voice Primary	
PI 208	Piano Secondary BAM	1
or VC 203	or Voice Secondary	
MH 248	Music Historiography II	3
Writing Intensive elective		3
Natural Science/Math elective		3
Semester Credit Hours		13

Year 3

Fall Semester

CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
MH 433	Seminar in Music History	3
Concentration course		3
Social Science elective		3
Arts & Sciences elective		3
Semester Credit Hours		15

Spring Semester

CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
TH 342	Contemporary Trends	3
or MH 345	or Music Since 1900	
Concentration course		3
Arts & Sciences elective		6
History elective		3
Semester Credit Hours		18

Year 4

Fall Semester

CR 509	Symphonic Choir	1
OR 401A	Organ Primary	2
or PI 401A	or Piano Primary	
or VC 401A	or Voice Primary	
Concentration course		3
Arts & Sciences elective		6
Free elective		3
Semester Credit Hours		15

Spring Semester

CR 509	Symphonic Choir	1
OR 401A	Organ Primary	2
or PI 401A	or Piano Primary	
or VC 401A	or Voice Primary	
Arts & Sciences elective		6
Free elective		6
Semester Credit Hours		15
Total Credit Hours for Graduation		125

¹ VC 115 and VC 116 are required for Voice primary students only. Organ and piano primary students may substitute four additional credits of free electives.

Courses and Descriptions

AR 111 Survey of Art History I 3 Credits

A survey of Western art - architecture, sculpture, painting - from prehistoric times, is presented against the background of chronological and intellectual history.

AR 112 Survey of Art History II 3 Credits

Crucial artistic tendencies in Western art of the 19th and 20th centuries are introduced and discussed against their historical and intellectual setting. A brief background of art history from previous centuries is presented in order to appreciate these developments.

AR 216 Acting I 3 Credits

This course provides an introduction to basic techniques of realistic acting using exercises, improvisation and scene study. The emphasis is on honesty and commitment to action in order to be able to create real life in an imaginary world.

AR 217 Improvisation & Movement 3 Credits

Using theater games, students explore themselves as individuals and members of a group. The course uses scenes, skits, dances and games to help students overcome their fears and insecurities, enabling them to develop their creativity, spontaneity, honesty, concentration, and commitment to action. The class also explores body movement as a means of heightening dramatic expression.

AS 490 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

AS 491 Arts & Science Internship 1-12 Credits

This course requires 95 hours for each three credits for which the student enrolls. The student is required to spend 13 weeks of on-site participation in a broad range of daily operations at an internship site. In addition, there are group meetings with all students participating in internships and site-analysis assignments given under the direction of Arts and Sciences faculty. Students may enroll for a maximum of 12 credits of internships.

Prerequisite(s): at least junior level standing.

LL 037 College Reading and Writing 3 Credits

Required for students placed into this course as a result of the basic skills English testing program. This intensive course reviews effective reading, writing, and study processes and leads students to the level of mastery required to begin LL 131 English Composition the following semester.

LL 131 English Composition 3 Credits

An intensive essay writing course that provides students with the analytical, rhetorical and research skills needed to write well in many disciplines. Source-based writing is emphasized, culminating in a significant research project. In-class and outside-class writing methods are explored, leading students to master their individual writing processes.

Prerequisite(s): LL 037 or satisfactory score on basic skills English test.

LL 141 French I 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

LL 142 French II 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

Prerequisite(s): minimum "C" grade in LL 141.

LL 145 Italian I 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

LL 146 Italian II 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

Prerequisite(s): minimum "C" grade in LL 145.

LL 151 German I 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

LL 152 German II 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 151.

LL 243 French III 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in French with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 142.

LL 244 French IV 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in French with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 243.

LL 247 Italian III 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in Italian with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 146.

LL 248 Italian IV 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in Italian with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 247.

LL 253 German III 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in German with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 152.

LL 254 German IV 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in German with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 253.

LL 280 Sacred Texts and Literature 3 Credits

Explore the cultural, theological, and artistic contexts of key themes (e.g. creation, journey, forgiveness, love) in the sacred texts of the major historical world religions as they are portrayed in contemporary poetry and drama, and in novels that have been adapted to film

Prerequisite(s): LL 131 or CMP 120.

LL 282 Major Poets 3 Credits

This course introduces students to poetry via the reading and analysis of different poetic forms. While reading, listening to, performing and discussing poems from a wide cultural spectrum, students learn to evaluate and appreciate poetry by understanding such elements as metaphor and persona.

Prerequisite(s): LL 131.

LL 285 Writing About Music: A Seminar for Performers, Teachers, and Academics 3 Credits

A writing intensive course focusing on the essential writing tasks encountered by musicians in their roles as performers, teachers, and scholars.

Prerequisite(s): LL 131, BHP 150 or CMP 125.

LL 327 Dante's Commedia 3 Credits

An introduction to Dante Alighieri's *Commedia* ("Inferno", "Purgatorio" and "Paradiso") exploring key ethical and aesthetic elements of the poem through close reading and critical analysis of the primary text.

Prerequisite(s): LL 131, BHP 150 or CMP 125.

LL 490 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

RP 265 Lit of New Testament 3 Credits

An introduction to the thought of the early Christian church as expressed in the New Testament, this course will emphasize a literary and historical reading of the Gospels and Epistles. It will introduce students to the Jewish and Greco-Roman religious, political and cultural worlds in which Jesus and his disciples lived and within which earliest Christianity arose.

RP 268 Hebrew Bible & Old Testament 3 Credits

This course introduces students to the writings of the Hebrew Bible/Old Testament within their historical and literary contexts. By critically reading these books, students will become aware of the history, culture and religion of ancient Israel - all of which contributed to the traditions of Judaism and Christianity.

SP 171 Western Civ I 3 Credits

This survey history course presents a cohesive picture of the development of Western societies from prehistoric times to the early Renaissance. Social, political and economic aspects are covered; intellectual and cultural developments are emphasized. Familiarity with primary sources and critical reading are integral to the course.

SP 172 Western Civ II 3 Credits

Continuation of SP171. This survey history course covers developments in Western societies from the Renaissance to the present. Major intellectual and cultural trends and movements are presented, along with historical progress and socio-economic expansion.

SP 273 Developmental Psychology 3 Credits

The physical and psychological growth of the individual from infancy through adolescence is studied, with emphasis on cognitive, emotional, and social processes.

Prerequisite(s): SP 175.

SP 274 Educational Psychology 3 Credits

The psychological foundations of education, based on the findings of experimental research in learning, transfer, motivation, reinforcement, and behavioral modification.

Prerequisite(s): PSY 100.

SP 286 Life in Middle Ages 3 Credits

A seminar in which the life styles of medieval Europeans are studied. Students will develop an understanding of particular social organizations and problems of the period by examining the conditions and events of everyday medieval life. Offered in rotation with other History courses.

SP 408 Voice Science 3 Credits

Study of the physics and physiology of voice production. Musical and vocal acoustics are explored using the facilities of the Westminster Voice Laboratory. Anatomic and physiologic underpinnings of respiration, phonation, articulation, registration and hearing are explored in depth.

Corequisite(s): CR 509.

Bachelor of Music: Music Education

Program Overview

The undergraduate Music Education degree normally takes four years to complete and includes courses in music education, musicianship studies, general education, and field experiences. Each semester, students increasingly engage in field experiences, culminating with a semester of full-time student teaching in the last year.

All music education majors must maintain a portfolio of work providing evidence of their suitability for teaching. Portfolios are reviewed as part of the Sophomore Review taken near the completion of 60 credits. Music Education majors must maintain a minimum cumulative grade point average of 3.0. Students whose general progress is unsatisfactory or whose cumulative grade point average falls below a minimum 3.0 level may be dropped from the Music Education major. If a student is dropped from the major because of failure to maintain the minimum grade point average, s/he may apply for readmission to the Music Education department. Readmission will be dependent upon various criteria, including the G.P.A., current academic progress and the student's

general standing. Decisions regarding retention or appeals will be made in a manner consistent with state and institutional non-discrimination policies.

To graduate, students must complete all requirements for New Jersey teacher certification for Certified Educator with Advanced Standing (CEAS). **Students who want to be able to apply for teaching positions in other states should become familiar with teacher certification requirements for states of interest ASAP to determine if additional coursework is needed.** In addition to successfully completing required coursework, the State of New Jersey requires students to:

1. Satisfy basic skills (reading, writing, math) proficiency as a prerequisite for taking the Sophomore Review. Proficiency is satisfied for students who score at or above the identified cut scores on the SAT or ACT. Students who do not have sufficient SAT or ACT test scores must pass the Praxis Core Academic Skills (<https://www.ets.org/praxis/nj/requirements>) tests to satisfy basic skills proficiency.
2. Complete a minimum of 50 hours of clinical experience during the first four semesters and 175 hours of clinical practice before full-time clinical practice (student teaching).
3. Pass the Praxis Music Content Exam.
4. Pass the performance-based edTPA Exam.

For more information about non-course program requirements, see links on Undergraduate Music Education Homepage. (<http://www.rider.edu/wcc/academics/undergraduate-programs/music-education>)

Curriculum Overview

The Music Education curriculum includes courses in elementary and secondary general music education, choral music education, instrumental studies, music technology and creativity, and students with special needs. An innovative four-course sequence integrates theoretical foundations of planning, teaching, assessing, and musicianship development with practical application through peer teaching and field-based music teaching. The undergraduate Music Education curriculum is intended to develop teachers who are reflective, who acknowledge the connections music has to the child's world and who seek to promote an understanding of those connections in a social context.

Degrees Offered

- B.M. in Music Education
- B.M. in Music Education/M.A. in Teaching (M.A.T.)

Bachelor of Music/Master of Arts in Teaching (B.M./M.A.T.) 5-Year Combined Degree Program (p. 1094)

The Bachelor of Music/Master of Arts in Teaching is a five-year, dual-degree University program whereby students earn a Bachelor of Music degree with a major in Music Education from Westminster Choir College and a Master of Arts in Teaching degree from the School of Education. Students who demonstrate a high level of success on the Sophomore Portfolio Review may be invited to join the 5-year program beginning in the junior year. NJ teacher certification applications are submitted upon completion of the dual degree program.

Contact

Dr. Janet Cape

Interim Chair, Music Education

Taylor 13

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jcape@rider.edu (aholcomb@rider.edu)

Program Website: M (<http://www.rider.edu/wcc/undergraduate-programs/music-education>)usic Education (<http://www.rider.edu/wcc/academics/undergraduate-programs/music-education/bm-music-education-requirements>)

Associated Department/College: Music Education/Westminster Choir College (<http://www.rider.edu/wcc/academics/undergraduate-programs/music-education/bm-music-education-requirements>)

Accreditation: National Association of Schools of Music (NASM), Council for the Accreditation of Educator Preparation (CAEP).

Related Programs

Organ Performance (p. 1101)

Piano (p. 1104)

Sacred Music (p. 1109)

Voice Performance (p. 1119)

Faculty

Janet Cape (chair) • Associate Professor, Music Education, and Chair of Music Education, 2010. B.M., University of Victoria; M.M., Arizona State University; D.M.A., Arizona State University.

Ellen Abrahams • Adjunct Instructor, Music Education, 2003. B.M.E., Temple University.

Frank Abrahams • Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Sharon Morrow • Adjunct Associate Professor, Music Education, 2008. B.F.A., California State University at Fullerton; M.M., Ph.D. University of Wisconsin-Madison.

Maureen Murphy-Fernandez • Adjunct Instructor, Music Education, 2016. B.S., West Chester University.

Colin M. Oettle • Adjunct Instructor, Music Education, 2013. B.M., Ithaca College; M.M., Rutgers University.

Marshall Onofrio • Professor, Music Education, 2007. 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.

Music Education Program Requirements

Learn more about General Undergraduate Requirements (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>).

Code	Title	Credits
Choirs and Conducting		
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (3 terms)	3
CR 215	Fundamentals of Conducting	3
CR 315	Techniques of Conducting	3
Applied Music and Diction		
Choose one of the following concentrations:		14
Organ Concentration		
OR 101A	Organ Primary (2 terms)	

OR 201A	Organ Primary (2 terms)	
OR 301A	Organ Primary (2 terms)	
OR 401A	Organ Primary (1 term)	
Piano Concentration		
PI 101A	Piano Primary (2 terms)	
PI 201A	Piano Primary (2 terms)	
PI 301A	Piano Primary (2 terms)	
PI 401A	Piano Primary (1 term)	
Voice Concentration		
VC 101A	Voice Primary (2 terms)	
VC 201A	Voice Primary (2 terms)	
VC 301A	Voice Primary (2 terms)	
VC 401A	Voice Primary (1 term)	
Voice or Piano secondary (4 terms)		4
VC 115	English & Italian Diction ¹	2
VC 116	French & German Diction ¹	2
Theory and Music History		
TH 141	Musicianship I	12
& TH 142	and Musicianship II	
& TH 241	and Musicianship III	
TH 342	Contemporary Trends	3
Theory level I elective		3
Theory level II elective		3
MH 247	Music Historiography I	6
& MH 248	and Music Historiography II	
MH 345	Music Since 1900	3
Music History elective		3
Professional Studies		
ME 111	Music Education Lab (7 terms)	0
ME 161	Art of Teaching Music I	3
ME 187	Instrumental Music: Strings	1
ME 188	Instrumental Music: Winds/Percussion	2
ME 262	Art of Teaching Music II	4
ME 492	Student Teaching	12
ME 563	Art of Teaching Music III	4
ME 564	Art of Teaching Music IV	4
ME 587	Music in Special Educ	1
ME 592	Creativity & Music Technology	2
Arts and Sciences		
LL 131	English Composition	3
PSY 100	Intro To Psychology	3
PSY 230	Child Development	3
or PSY 231	Youth and Adolescent Development	
Literature or Philosophy elective		3
Science elective		3
Social Science elective		3
History elective		3
Mathematics elective		3
Free Electives		
Free electives		6
Total Credits		131

Notes

- ¹ VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives for these two courses.
- ² Students must successfully complete a portfolio review at the end of the sophomore year in order to continue as music education majors. Transfer students with sophomore status must successfully complete the portfolio review at the end of the first year of study.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1
PI 103	Piano Secondary I	1
or VC 103	or Voice Secondary	
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
TH 141	Musicianship I	4
ME 111	Music Education Lab	0
ME 187	Instrumental Music: Strings	1
LL 131	English Composition	3
Math elective		3
Semester Credit Hours		15
Spring Semester		
CR 109	Chapel Choir	1
PI 104	Piano Secondary II	1
or VC 103	or Voice Secondary	
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
ME 111	Music Education Lab	0
ME 161	Art of Teaching Music I	3
ME 188	Instrumental Music: Winds/Percussion	2
PSY 100	Introduction to Psychology	3
TH 142	Musicianship II	4
VC 115	English & Italian Diction ¹	2
Semester Credit Hours		18
Year 2		
Fall Semester		
CR 209	Schola Cantorum	1
CR 215	Fundamentals of Conducting	3
PI 203	Piano Secondary III	1
or VC 203	or Voice Secondary	
OR 201A	Organ Primary	2
or PI 201A	or Piano Primary	
or VC 201A	or Voice Primary	
MH 247	Music Historiography I	3

ME 111	Music Education Lab	0
ME 262	Art of Teaching Music II	4
TH 241	Musicianship III	4
Semester Credit Hours		18

Spring Semester

CR 209	Schola Cantorum	1
CR 315	Techniques of Conducting	3
OR 201A	Organ Primary	2
or PI 201A	or Piano Primary	
or VC 201A	or Voice Primary	
PI 204	Piano Secondary for Mus Ed & Sacred Music	1
or VC 203	or Voice Secondary	
ME 111	Music Education Lab	0
MH 248	Music Historiography II	3
TH 342	Contemporary Trends	3
Arts and Sciences elective		3
VC 116	French & German Diction	2
Semester Credit Hours		18

Year 3**Fall Semester**

CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
MH 345	Music Since 1900	3
ME 111	Music Education Lab	0
ME 563	Art of Teaching Music III	4
ME 592	Creativity & Music Technology	2
Arts & Sciences elective		3
Theory Level I elective		3
Semester Credit Hours		18

Spring Semester

CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
ME 111	Music Education Lab	0
MH 433	Seminar in Music History	3
PSY 230	Child Development	3
or PSY 231	or Youth and Adolescent Development	
Theory Level II elective		3
Arts and Sciences elective		3
Semester Credit Hours		15

Year 4**Fall Semester**

CR 509	Symphonic Choir	1
OR 401A	Organ Primary	2
or PI 401A	or Piano Primary	
or VC 401A	or Voice Primary	
ME 111	Music Education Lab	0
ME 564	Art of Teaching Music IV	4
Arts & Sciences elective		3
Free elective		3

Recital	
Semester Credit Hours	13

Spring Semester

ME 492	Student Teaching	12
ME 587	Music in Special Educ	1
Semester Credit Hours		13
Total Credit Hours for Graduation		128

¹ VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives.

Courses and Descriptions

ME 111 Music Education Lab 0 Credits

Undergraduates must meet the weekly attendance and participation requirement for Music Education Lab during every semester of enrollment up to seven semester as an undergraduate Music Education major except for the student teaching semester. Grading is "P" (satisfactory) or "U" (unsatisfactory). As part of the Music Education Lab experience, students are required to complete 15 hours of professional development.

ME 161 Art of Teaching Music I 3 Credits

Art of Teaching Music I (ATM I) is a first in the sequence of Music Education courses designed to prepare the undergraduate Music Education major students for their student teaching experience and completion of their teaching licensure. There will be field observations of master teachers under the aegis of a music education faculty that will allow students not only to observe, but to have guided experience in assessing how teaching and learning are experienced in real classrooms. Partnerships between local expert teachers and music education faculty will allow students to complete field observations as well as guided experience in teaching and assessing students in real classrooms.

ME 171 Critical Pedagogy I 2 Credits

This course provides undergraduate music education majors with a foundation in issues related to teaching music in public schools. This course will engage students in diverse ways of thinking about music teaching practice and social theory that transforms the relationships among classroom music teaching, performance and the production of musical knowledge. In addition to the social and political contexts of schooling in general, the course will explore the moral and ethical dilemmas music teachers face in the day-to-day routines of their classroom teaching. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Music Education majors will receive priority registration.

ME 172 Guitar & Recorder in the Classroom 1 Credits

This course provides undergraduate music education majors with a foundation for teaching and playing the guitar and recorder. Students will gain technical proficiency in both instruments while learning appropriate repertoire of a multicultural and diverse nature. Students will also learn efficient pedagogy practices for teaching both instruments, learning of their application in educational settings. Students are expected to provide their own acoustic guitar for this course. Recorders are available for purchase in the college bookstore.

ME 187 Instrumental Music: Strings 1 Credits

This course is designed as an introduction to the pedagogy of string instruments. Emphasis is on learning through performance. Instruments are required. Various methods and materials available for use in public schools, developmental ranges, transposition, scoring, and idiomatic writing are investigated. When available, instruments may be rented from the college. Rental fee, per instrument: \$25.

ME 188 Instrumental Music: Winds/Percussion 2 Credits

This course is designed as an introduction to the pedagogy of brass, woodwind, and percussion instruments. Emphasis is on learning through performance. Instruments are required. Various methods and materials available for use in public schools, developmental ranges, transposition, scoring and idiomatic writing are investigated. When available, instruments may be rented from the college. Students must provide their own drum pads and sticks. Rental fee, per instrument: \$60.

ME 262 Art of Teaching Music II 4 Credits

Art of Teaching Music II (ATM II) is designed to build on the knowledge, skills, and dispositions, introduced in ATM I. Students will expand their abilities in the domains of planning, teaching, assessing, reflecting, developing musicianship, and philosophy in context of teaching general music. Moreover, they will have the opportunity to put these abilities into practice when teaching peers and teaching elementary and middle general school students.

Prerequisite(s): ME 161.

ME 271 Critical Pedagogy II 2 Credits

Critical Pedagogy II explores the theories that provide a psychology of learning to frame Critical Pedagogy for Music Education. Grounded in experiential learning, constructivism and multiple intelligences theory, the course content honors the diversity of gifts and challenges children present inside the music classroom. Students learn strategies for the teaching of literacy that integrate into a teaching model to empower musicianship, meet National Standards for Music Education, New Jersey Core Curriculum Content Standards in Music and align to INTASC standards and the New Jersey Core Curriculum Content Standards in Music. Students design instruction that yields transformational experiences for both the children and their music teacher. This course includes required off-campus field observation in the schools. It is recommended that students complete SP 175 before taking this course. Music Education majors will receive priority registration for this course.

Prerequisite(s): ME 171.

ME 271H Critical Pedagogy II Honors 1 Credits

Primary source readings, expanded assignment and additional content that supplements ME 271. Capstone project consists of a significant paper based upon original ideas that reflect the tenets of the coursework.

Prerequisite(s): ME 171, BHP status.

Corequisite(s): ME 271; Online only.

ME 371 Critical Pedagogy 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): ME 262 and junior status.

ME 371H Critical Pedagogy III Honors 1 Credits

Primary source readings, expanded assignment and additional content that supplements ME 371. Students will demonstrate the ability to synthesize and process complex ideas, and develop original thoughts with depth and significance. **Prerequisite(s):** ME 271, BHP status.

Corequisite(s): ME 371; Online only.

ME 471 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

Prerequisite(s): ME 271.

ME 472 Teaching/Learning:Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

Prerequisite(s): ME 581, ME 582.

ME 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

ME 491 Kodaly Music Reading 2 Credits**ME 492 Student Teaching 12 Credits**

ME 492 - Student Teaching A full semester internship in directed full-time teaching supervised by department members and carried out in schools with approved cooperating teachers. In addition to the field experience, students attend a weekly seminar on campus to discuss current issues in music education as they relate to individual teaching situations. Students discuss classroom management strategies, action research, authentic instruction, critical thinking, feeling and action as well as teaching to focusing questions, concepts and objectives. Throughout student teaching, students maintain a digital portfolio that demonstrates how they meet the New Jersey State and INTASC teaching standards. At the conclusion of the semester, students attend a portfolio review with members of the Music Education faculty to assess the success of the teaching experience. Students must provide their own transportation to student teaching site. Student Teaching fee: \$245. Fees for the Praxis Examination and Teacher Certification are additional. Additional information regarding student teaching may be found in the department's Student Teaching Handbook at www.rider.edu/musiced

Prerequisite(s): Classification as a full senior; Satisfactory completion of music education courses numbered 171, 172, 271, 187 and 188, 581, 582 and either Developmental or Educational Psychology; Satisfactory completion of TH 241; For voice primary students, satisfaction of all requirements of PI 204; A minimum 2.75 cumulative grade point average; Demonstrated aptitude, motivation and potential for success in teaching, as evidenced by the successful completion of portfolio reviews; Departmental approval; Students in the Master of Music Education (MME) degree program must take the following courses as prerequisites to student teaching; ME 581, ME 582, ME 587, ME 595, ME 725.

ME 499 Special Topics Music Education 2 Credits

The content of this course and the number of credits will vary with the special interests and qualifications of the professor teaching it.

ME 540 Choir Train for Young Singers 3 Credits

This course focuses on children's choirs in school, church and community. Students learn strategies to teach children good vocal technique and to build musical literacy through the study of appropriate repertoire. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 563 Art of Teaching Music III 4 Credits

Through course assignments, discussion, and clinical practice in varied school and community choral settings, course participants learn how to create meaningful elementary music experiences that foster individual success, accountability, a sense of accountability, critical thinking, independence, and life-long engagement with choral music.

Prerequisite(s): ME 262, Sophomore Review.

ME 564 Art of Teaching Music IV 4 Credits**ME 581 Praxis in Elementary Music 3 Credits**

This course prepares students to teach music in elementary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage young children in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local elementary schools is an integral part of this course. Students must provide their own transportation to practicum sites. It is recommended that students complete Developmental or Educational Psychology before taking ME 581. course content, activities and experiences in this course connect to the New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Music Education majors will receive priority registration for this class. A minimum 2.75 cumulative GPA is required.

Prerequisite(s): For undergraduates only; ME 171, ME 172 ME 271; two semesters of Piano Secondary, not including PI 045; TH 142.

ME 582 Praxis in Secondary Music 3 Credits

This course prepares students to teach music in secondary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage middle school and high school students in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local middle and high schools is an integral part of this course. Students must provide their own transportation to practicum sites. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that students complete ME 581 and either Developmental or Educational Psychology before taking ME 582. Music Education majors will receive priority registration for this class.

Prerequisite(s): completion of two semesters of Piano Secondary, not including PI 045, TH 142, and a minimum 2.75 cumulative grade point average.

ME 587 Music in Special Educ 1 Credits

This course is designed to acquaint the pre-service teacher with the special needs of exceptional children in music classes. Students learn to adapt instruction to accommodate a variety of exceptionalities that are both physical and emotional. Content includes categories of special students, characteristic behaviors, mainstreaming, and classroom methodology. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that student take this course before the student teaching semester.

Prerequisite(s): Senior status.

ME 588 Dalcroze Studies 2 Credits

The purpose of this elective course is to provide students with an intensive experience in eurhythmics and eurhythmics pedagogy leading to an understanding of Dalcroze's principles regarding movement, solfège, improvisation and their uses in the classroom. An important focus of the class will be to provide an insight into kinesthetic-based learning as a conduit to inform and deepen the musical experience. Opportunities for lesson planning and curriculum development in the Dalcroze model will be offered. Students will write and present practice lessons. In addition, students will develop improvisation skills necessary to integrate eurhythmics into private applied instruction.

ME 591 Choral Music Grades 5-12 3 Credits

This course is designed to acquaint the music educator with repertoire suitable for use with middle and senior high school choral ensembles. Representative repertoire from all periods of music will be discussed, analyzed and performed in class. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 592 Creativity & Music Technology 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): Junior status or permission of instructor.

ME 595 Assessing Music Learning 1 Credits

This course provides pre-service music teachers with the strategies to assess music learning. Students study various testing models and learn to write and grade traditional tests such as true/false, multiple choice and essay. In addition, students examine authentic assessment, performance assessment and portfolio assessment models. Topics such as validity, reliability, standardized tests and testing bias will be included. In addition, students will learn how to read and interpret quantitative test data and examine the literature on grading. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. The content of this course conforms to the recommendations of the Professional Teaching Standards adopted by the State of New Jersey in 2002. In some semesters, this course may be offered in an on-line format.

Prerequisite(s): Senior status.

ME 650 Thesis 1 Credits

Independent research under faculty supervision leading to the writing of a master's thesis. Students register for this course in every semester or summer term in which assistance is provided by the thesis advisor.

Prerequisite(s): ME 685 (preferred) or MH 731; Permission of the Chair for Music Education is required to register for this course.

ME 671 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

ME 672 Teaching/Learning in Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

ME 682 Choral Music Education 3 Credits

This course is designed to assist choral music educators to improve their pedagogical effectiveness. This course will provide students with the knowledge, skills and dispositions necessary for developing comprehensive musicianship in the choral ensemble setting through the study of creating original music, responding to music, connecting to students and performing vocal/choral music with a primary focus on choral pedagogy, curriculum development, unit and rehearsal planning, programming, vocal development, program management, music literacy pedagogy, music technology and assessment.

Prerequisite(s): CR 621, ME 692, ME 721, ME 723.

ME 685 Research in Music Education 3 Credits

Intended for students in the M.M.E. and BM/MAT degree programs, this course provides students with the tools necessary to write a qualitative master's thesis. Specific objectives include an overview of qualitative research paradigms, selecting a research topic, developing a literature review, designing an appropriate methodology and collecting and analyzing data. Additionally, students explore a broad variety of research topics in music education, specialization in a chosen research topic in music education, the ability to review music education research literature and to synthesize findings in a scholarly paper using the appropriate style manual. Students master APA and Chicago styles and complete the thesis proposal during this course. The departmental Thesis Manual is available at www.rider.edu/musiced. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 686 Teaching Music in the 21st Century 3 Credits

Critical theory and critical pedagogy provide the framework for advanced study in post-modern teaching philosophies and teaching strategies as applied to music education. Techniques to engage students in diverse ways of thinking about music teaching and learning that transform both student and teacher will be presented. Always in the context of the social and political structures of schooling and the place schooling has in society, students will be empowered to create a dialoguing and problem-solving pedagogy for teaching music to children at all grade levels.

ME 690 Independent Research and Study 3 Credits

An elective course providing an opportunity to pursue a topic of special interest under the guidance of a music education faculty member. The proposal must be approved prior to registration for the course.

ME 692 Hist & Phil of Music Educ 3 Credits

The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well developed personal philosophy of music education. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 693 Seminar in Music Educ 3 Credits

While the topics vary from year to year, international perspectives in music education form the foundation for this seminar.

ME 721 Curric Development & Eval 3 Credits

This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. Post modern theory consistent with the Department's commitment to Critical Pedagogy for Music Education provide the focal point for the development of curricula that enhance and support quality music education. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 723 Psychology for Music Tch 3 Credits

This course merges the science of psychology with the teaching of music. It helps the student to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music. Open to all graduate students. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 725 Teaching Instrumental Music 3 Credits

A graduate level survey of the pedagogy necessary to teach instrumental music (woodwinds, brass, string and percussion instruments) and to develop and maintain beginning string and wind ensembles. While the class will include some playing and performance, it is not designed to develop proficiency on the individual instruments. Students must demonstrate sufficient competencies to provide beginning instruction. Instruments will be available for rental. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Rental fee, per instrument: \$20.

ME 727 Teaching College 3 Credits

This course is designed for the graduate student who will be teaching at the college level. The content combines the theory of college teaching with praxis. Topics covered include: the psychology of the undergraduate, teaching graduate students, designing a syllabus, presenting course content, strategies for student-centered learning and assessment. Whenever possible, students will have the opportunity to intern with college faculty and will observe, present demonstration lessons, be coached and mentored. Open to all graduate students.

ME 750 BM/MAT Capstone 3 Credits

Independent research leading to a completed capstone project, which may be a thesis, action research, or another project or research initiative. The project must be approved by the department.

Prerequisite(s): ME 685; Permission of the Chair for Music Education is required to register for this course.

ME 771 Critical Pedagogy for Music Ed 3 Credits

This course presents the fundamental concepts, contexts and constructs that define Critical Pedagogy for Music Education. It focuses on the application of critical theory as a philosophical perspective to inform decisions teachers make when planning instruction for their students.

ME 775 MME Capstone 1 Credits

Independent research leading to a completed capstone project, such as curriculum and assessment development, pedagogical publication or presentation, instructional materials, etc. The project must be approved by the department.

ME 791 Internship in Music Teaching 3 Credits

A field-based experience consisting of three hours per week of internship teaching at a public or private school. Students may be placed in one of the residency programs of Westminster Academy. They will work with a cooperating teacher and be supervised by the instructor of the internship. Students will meet with the instructor periodically through the semester. In addition, they will prepare and teach lessons and submit documentation to chronicle the internship experience. International students in music education are strongly encouraged to take this course. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

AS 490 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

AS 491 Arts & Science Internship 1-12 Credits

This course requires 95 hours for each three credits for which the student enrolls. The student is required to spend 13 weeks of on-site participation in a broad range of daily operations at an internship site. In addition, there are group meetings with all students participating in internships and site-analysis assignments given under the direction of Arts and Sciences faculty. Students may enroll for a maximum of 12 credits of internships.

Prerequisite(s): at least junior level standing.

AS 691 Arts & Science Internship 1-3 Credits

This course requires 15 hours for each credit for which the student enrolls. The internship requires on-site participation at a pre-approved site. Students may enroll for a maximum of 3 credits.

Prerequisite(s): graduate standing.

Bachelor of Music in Music Education: Master of Arts in Teaching (dual degree program)

Program Overview

The Bachelor of Music-Master of Arts in Teaching (M.A.T.) is a five-year, dual-degree University program whereby students earn a Bachelor of Music degree with a major in Music Education from Westminster Choir College and a Master of Arts in Teaching degree from the School of Education. Admission is by faculty invitation and based on demonstration of high academic achievement over the first four semesters and performance on the Sophomore Review, including portfolio evidence of satisfactory growth. Students complete graduate

music education courses to fulfill most of the M.A.T. Degree program requirements. A supervised capstone project is the culminating experience for the program.

Bachelor of Music in Music Education Program Requirements

The undergraduate Music Education degree program includes courses in music education, musicianship studies, general education, and field experiences. Each semester, students increasingly engage in field experiences, culminating with a semester of full-time student teaching in the last year.

All music education majors must maintain a portfolio of work providing evidence of their suitability for teaching. Portfolios are reviewed as part of the Sophomore Review taken near the completion of 60 credits. Music Education majors must maintain a minimum cumulative grade point average of 3.0. Students whose general progress is unsatisfactory or whose cumulative grade point average falls below a minimum 3.0 level may be dropped from the Music Education major. If a student is dropped from the major because of failure to maintain the minimum grade point average, s/he may apply for readmission to the Music Education department. Readmission will be dependent upon various criteria, including the G.P.A., current academic progress and the student's general standing. Decisions regarding retention or appeals will be made in a manner consistent with state and institutional non-discrimination policies.

To graduate, students must complete all requirements for New Jersey teacher certification for Certified Educator with Advanced Standing (CEAS). **Students who want to be able to apply for teaching positions in other states should become familiar with teacher certification requirements for states of interest ASAP to determine if additional coursework is needed.** In addition to successfully completing required coursework, the State of New Jersey requires students to:

1. Students must satisfy basic skills (reading, writing, math) proficiency as a prerequisite for taking the Sophomore Review. Proficiency is satisfied for students who score at or above the identified cut scores on the SAT or ACT. Students who do not have sufficient SAT or ACT test scores must pass the Praxis Core Academic Skills (<https://www.ets.org/praxis/nj/requirements>) tests to satisfy basic skills proficiency. For more information, go to the Music Education website (<http://www.rider.edu/music-education>).
2. Complete a minimum of 50 hours clinical practice during the first four semesters and 175 hours of clinical practice leading up to the semester of full-time clinical practice (student teaching).
3. Pass the Praxis Music Content Exam.
4. Pass the performance-based edTPA Exam.

For more information about non-course program requirements, see links on Undergraduate Music Education Homepage. (<http://www.rider.edu/wcc/academics/undergraduate-programs/music-education>)

Curriculum Overview

The Master of Arts in Teaching program provides in-depth learning experiences in music education research, psychology, history, curriculum, supportive electives, and a culminating capstone project.

Contact

Dr. Janet Cape

Interim Chair, Music Education

Taylor 13

Tel: 609-921-7100 x8240

Fax: 609-921-8829

jcape@rider.edu (aholcomb@rider.edu)

Program Website: www.rider.edu/wcc/undergraduate-programs/music-education (<http://www.rider.edu/wcc/undergraduate-programs/music-education>)

Associated Department: Department of Music Education

Accreditation: National Association of Schools of Music (NASM), Council for the Accreditation of Educator Preparation (CAEP).

Related Programs:

- B.M. in Music Education (4-year single degree) (p. 1087)
- Organ Performance (p. 1101)
- Piano (p. 1104)
- Sacred Music (p. 1109)
- Voice Performance (p. 1119)

Faculty

Janet Cape (chair) • Associate Professor, Music Education, and Chair of Music Education, 2010. B.M., University of Victoria; M.M., Arizona State University; D.M.A., Arizona State University.

Ellen Abrahams • Adjunct Instructor, Music Education, 2003. B.M.E., Temple University.

Frank Abrahams • Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Sharon Morrow • Adjunct Associate Professor, Music Education, 2008. B.F.A., California State University at Fullerton; M.M., Ph.D., University of Wisconsin-Madison.

Maureen Murphy-Fernandez • Adjunct Instructor, Music Education, 2016. B.S., West Chester University.

Colin M. Oettle • Adjunct Instructor, Music Education, 2013. B.M., Ithaca College; M.M., Rutgers University.

Marshall Onofrio • Professor, Music Education, 2007. 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.

Dual Degree Program Requirements

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Choirs and Conducting		13
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (3 terms)	3
CR 215	Fundamentals of Conducting	3
CR 315	Techniques of Conducting	3
Applied Music and Diction		22
Choose one primary from Organ, Piano or Voice		

OR 101A	Organ Primary (2 terms)	4
or PI 101A	Piano Primary	
or VC 101A	Voice Primary	
OR 201A	Organ Primary (2 terms)	4
or PI 201A	Piano Primary	
or VC 201A	Voice Primary	
OR 301A	Organ Primary (2 terms)	4
or PI 301A	Piano Primary	
or VC 301A	Voice Primary	
OR 401A	Organ Primary (1 terms)	2
or PI 401A	Piano Primary	
or VC 401A	Voice Primary	
Voice or Piano secondary (4 terms)		4
VC 115	English & Italian Diction ¹	2
VC 116	French & German Diction ¹	2
Theory and Music History		33
TH 141	Musicianship I	12
& TH 142	and Musicianship II	
& TH 241	and Musicianship III	
TH 342	Contemporary Trends	3
Theory level I elective		3
Theory level II elective		3
MH 247	Music Historiography I	6
& MH 248	and Music Historiography II	
MH 345	Music Since 1900	3
Music History elective		3
Professional Studies		25
ME 111	Music Education Lab (7 terms)	0
ME 161	Art of Teaching Music I	3
ME 262	Art of Teaching Music II	4
ME 187	Instrumental Music: Strings	1
ME 188	Instrumental Music: Winds/Percussion	2
ME 492	Student Teaching	12
ME 587	Music in Special Educ	1
ME 592	Creativity & Music Technology	2
Arts and Sciences		24
LL 131	English Composition	3
PSY 100	Intro To Psychology	3
PSY 230	Child Development	3
or PSY 231	Youth and Adolescent Development	
Literature or Philosophy elective		3
Science elective		3
Social Science elective		3
History elective		3
Mathematics elective		3
Free Electives		7
Free Electives		7
Total Required undergraduate credits		124
Master of Arts in Teaching (dual degree program)		

Master of Arts in Teaching (dual degree program) Please consult the Rider University Graduate Catalog and the M.A.T. handbook for all current courses that may fulfill requirements in this section. Students must earn a cumulative grade point average of 3.0 or higher in all graduate work.

ME 563	Art of Teaching Music III	4
ME 564	Art of Teaching Music IV	4
ME 685	Research in Music Education	3
ME 692	Hist & Phil of Music Educ	3
ME 721	Curriculum Development & Evaluation	3
ME 723	Psychology for Music Tchr	3
ME 750	BM/MAT Capstone	3
Westminster Choir College graduate-level free elective		3
School of Education graduate-level free elective		3
Total Required graduate credits		29
Total Credits		153

Footnotes

- ¹ VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives for these two courses.

Notes

1. The BM/MAT program normally requires five years of study. In order to gain admission, undergraduates must meet the admission requirements set by the School of Education and must be recommended by the Music Education Department of Westminster Choir College. Candidates will be evaluated during the Sophomore Review and if invited, may begin during the first semester of the junior year.
2. Upon completion of 124 credit hours and the student teaching experience, individuals are classified as graduate students.
3. Seven semesters of ensemble credits must be completed at the undergraduate level.
4. Some graduate-level courses may be offered only on the Lawrenceville campus of Rider University.
5. Upon completion of all requirements of the dual degree program, students receive the Bachelor of Music degree from Westminster Choir College and the Master of Arts in Teaching degree from the School of Education of Rider University. Recipients of the two degrees are then recommended for New Jersey teacher certification.
6. Students complete a capstone project in this program. Information and guidelines can be found on the Music Education Department website. The course that accompanies this project must be taken in the fifth year of the program.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1

OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
PI 103	Piano Secondary I	1
or VC 103	or Voice Secondary	
LL 131	English Composition	3
ME 111	Music Education Lab	0
ME 187	Instrumental Music: Strings	1
TH 141	Musicianship I	4
ME 161	Art of Teaching Music I	3
VC 115	English & Italian Diction (or Free elective) ¹	2
Semester Credit Hours		17

Spring Semester

CR 109	Chapel Choir	1
ME 111	Music Education Lab	0
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
PI 104	Piano Secondary II	1
or VC 103	or Voice Secondary	
PSY 100	Introduction to Psychology	3
TH 142	Musicianship II	4
VC 116	French & German Diction (or Free elective) ¹	2
Math elective		3
Semester Credit Hours		16

Year 2

Fall Semester

PI 201A	Piano Primary	2
Semester Credit Hours		2

Spring Semester

PSY 231	Youth and Adolescent Development	3
Semester Credit Hours		3

Year 3

Fall Semester

CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
ME 111	Music Education Lab	0
MH 345	Music Since 1900	3
Theory Level I elective		3
Free elective		3
Semester Credit Hours		12

Spring Semester

CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
CR 315	Techniques of Conducting	3
ME 111	Music Education Lab	0
ME 563	Art of Teaching Music III	4
ME 592	Creativity & Music Technology	2
Theory Level II elective		3

Free elective	1
Semester Credit Hours	16

Year 4

Fall Semester

CR 509	Symphonic Choir	1
ME 111	Music Education Lab	0
OR 401A	Organ Primary	2
or PI 401A	or Piano Primary	
or VC 401A	or Voice Primary	
ME 564	Art of Teaching Music IV	4
ME 685	Research in Music Education	3
MH 433	Seminar in Music History	3
Social Science elective		3
Free elective	1	
Recital		
Semester Credit Hours		17

Spring Semester

ME 492	Student Teaching ²	12
ME 587	Music in Special Educ	1
Semester Credit Hours		13
Total Credit Hours for Graduation		96

Academic Plan for Fifth Year:

Course	Title	Credits
Year 1		
Fall Semester		
YEAR 5		
ME 692	Hist & Phil of Music Educ	3
School of Education elective		3
Lit./Phil. elective		3
History elective		3
Free elective		2
Semester Credit Hours		14
Spring Semester		
ME 750	BM/MAT Capstone	3
ME 721	Curric Development & Eval	3
WCC Graduate-level elective		3
Science elective		3
ME 723	Psychology for Music Tchrr	3
Semester Credit Hours		15
Total Credit Hours for Graduation		29

¹ VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives for these two courses.

² A student may not enroll in any other courses, ensembles or lessons during the semester of student teaching.

Courses and Descriptions

ME 111 Music Education Lab 0 Credits

Undergraduates must meet the weekly attendance and participation requirement for Music Education Lab during every semester of enrollment up to seven semester as an undergraduate Music Education major except for the student teaching semester. Grading is "P" (satisfactory) or "U" (unsatisfactory). As part of the Music Education Lab experience, students are required to complete 15 hours of professional development.

ME 161 Art of Teaching Music I 3 Credits

Art of Teaching Music I (ATM I) is a first in the sequence of Music Education courses designed to prepare the undergraduate Music Education major students for their student teaching experience and completion of their teaching licensure. There will be field observations of master teachers under the aegis of a music education faculty that will allow students not only to observe, but to have guided experience in assessing how teaching and learning are experienced in real classrooms. Partnerships between local expert teachers and music education faculty will allow students to complete field observations as well as guided experience in teaching and assessing students in real classrooms.

ME 171 Critical Pedagogy I 2 Credits

This course provides undergraduate music education majors with a foundation in issues related to teaching music in public schools. This course will engage students in diverse ways of thinking about music teaching practice and social theory that transforms the relationships among classroom music teaching, performance and the production of musical knowledge. In addition to the social and political contexts of schooling in general, the course will explore the moral and ethical dilemmas music teachers face in the day-to-day routines of their classroom teaching. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Music Education majors will receive priority registration.

ME 172 Guitar & Recorder in the Classroom 1 Credits

This course provides undergraduate music education majors with a foundation for teaching and playing the guitar and recorder. Students will gain technical proficiency in both instruments while learning appropriate repertoire of a multicultural and diverse nature. Students will also learn efficient pedagogy practices for teaching both instruments, learning of their application in educational settings. Students are expected to provide their own acoustic guitar for this course. Recorders are available for purchase in the college bookstore.

ME 187 Instrumental Music: Strings 1 Credits

This course is designed as an introduction to the pedagogy of string instruments. Emphasis is on learning through performance. Instruments are required. Various methods and materials available for use in public schools, developmental ranges, transposition, scoring, and idiomatic writing are investigated. When available, instruments may be rented from the college. Rental fee, per instrument: \$25.

ME 188 Instrumental Music: Winds/Percussion 2 Credits

This course is designed as an introduction to the pedagogy of brass, woodwind, and percussion instruments. Emphasis is on learning through performance. Instruments are required. Various methods and materials available for use in public schools, developmental ranges, transposition, scoring and idiomatic writing are investigated. When available, instruments may be rented from the college. Students must provide their own drum pads and sticks. Rental fee, per instrument: \$60.

ME 262 Art of Teaching Music II 4 Credits

Art of Teaching Music II (ATM II) is designed to build on the knowledge, skills, and dispositions, introduced in ATM I. Students will expand their abilities in the domains of planning, teaching, assessing, reflecting, developing musicianship, and philosophy in context of teaching general music. Moreover, they will have the opportunity to put these abilities into practice when teaching peers and teaching elementary and middle general school students.

Prerequisite(s): ME 161.

ME 271 Critical Pedagogy II 2 Credits

Critical Pedagogy II explores the theories that provide a psychology of learning to frame Critical Pedagogy for Music Education. Grounded in experiential learning, constructivism and multiple intelligences theory, the course content honors the diversity of gifts and challenges children present inside the music classroom. Students learn strategies for the teaching of literacy that integrate into a teaching model to empower musicianship, meet National Standards for Music Education, New Jersey Core Curriculum Content Standards in Music and align to INTASC standards and the New Jersey Core Curriculum Content Standards in Music. Students design instruction that yields transformational experiences for both the children and their music teacher. This course includes required off-campus field observation in the schools. It is recommended that students complete SP 175 before taking this course. Music Education majors will receive priority registration for this course.

Prerequisite(s): ME 171.

ME 271H Critical Pedagogy II Honors 1 Credits

Primary source readings, expanded assignment and additional content that supplements ME 271. Capstone project consists of a significant paper based upon original ideas that reflect the tenets of the coursework.

Prerequisite(s): ME 171, BHP status.

Corequisite(s): ME 271; Online only.

ME 371 Critical Pedagogy 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): ME 262 and junior status.

ME 371H Critical Pedagogy III Honors 1 Credits

Primary source readings, expanded assignment and additional content that supplements ME 371. Students will demonstrate the ability to synthesize and process complex ideas, and develop original thoughts with depth and significance. **Prerequisite(s):** ME 271, BHP status.

Corequisite(s): ME 371; Online only.

ME 471 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

Prerequisite(s): ME 271.

ME 472 Teaching/Learning:Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

Prerequisite(s): ME 581, ME 582.

ME 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

ME 491 Kodaly Music Reading 2 Credits**ME 492 Student Teaching 12 Credits**

ME 492 - Student Teaching A full semester internship in directed full-time teaching supervised by department members and carried out in schools with approved cooperating teachers. In addition to the field experience, students attend a weekly seminar on campus to discuss current issues in music education as they relate to individual teaching situations. Students discuss classroom management strategies, action research, authentic instruction, critical thinking, feeling and action as well as teaching to focusing questions, concepts and objectives. Throughout student teaching, students maintain a digital portfolio that demonstrates how they meet the New Jersey State and INTASC teaching standards. At the conclusion of the semester, students attend a portfolio review with members of the Music Education faculty to assess the success of the teaching experience. Students must provide their own transportation to student teaching site. Student Teaching fee: \$245. Fees for the Praxis Examination and Teacher Certification are additional. Additional information regarding student teaching may be found in the department's Student Teaching Handbook at www.rider.edu/musiced

Prerequisite(s): Classification as a full senior; Satisfactory completion of music education courses numbered 171, 172, 271, 187 and 188, 581, 582 and either Developmental or Educational Psychology; Satisfactory completion of TH 241; For voice primary students, satisfaction of all requirements of PI 204; A minimum 2.75 cumulative grade point average; Demonstrated aptitude, motivation and potential for success in teaching, as evidenced by the successful completion of portfolio reviews; Departmental approval; Students in the Master of Music Education (MME) degree program must take the following courses as prerequisites to student teaching; ME 581, ME 582, ME 587, ME 595, ME 725.

ME 499 Special Topics Music Education 2 Credits

The content of this course and the number of credits will vary with the special interests and qualifications of the professor teaching it.

ME 540 Choir Train for Young Singers 3 Credits

This course focuses on children's choirs in school, church and community. Students learn strategies to teach children good vocal technique and to build musical literacy through the study of appropriate repertoire. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 563 Art of Teaching Music III 4 Credits

Through course assignments, discussion, and clinical practice in varied school and community choral settings, course participants learn how to create meaningful elementary music experiences that foster individual success, accountability, a sense of accountability, critical thinking, independence, and life-long engagement with choral music.

Prerequisite(s): ME 262, Sophomore Review.

ME 564 Art of Teaching Music IV 4 Credits**ME 581 Praxis in Elementary Music 3 Credits**

This course prepares students to teach music in elementary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage young children in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local elementary schools is an integral part of this course. Students must provide their own transportation to practicum sites. It is recommended that students complete Developmental or Educational Psychology before taking ME 581. course content, activities and experiences in this course connect to the New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Music Education majors will receive priority registration for this class. A minimum 2.75 cumulative GPA is required.

Prerequisite(s): For undergraduates only; ME 171, ME 172 ME 271; two semesters of Piano Secondary, not including PI 045; TH 142.

ME 582 Praxis in Secondary Music 3 Credits

This course prepares students to teach music in secondary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage middle school and high school students in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local middle and high schools is an integral part of this course. Students must provide their own transportation to practicum sites. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that students complete ME 581 and either Developmental or Educational Psychology before taking ME 582. Music Education majors will receive priority registration for this class.

Prerequisite(s): completion of two semesters of Piano Secondary, not including PI 045, TH 142, and a minimum 2.75 cumulative grade point average.

ME 587 Music in Special Educ 1 Credits

This course is designed to acquaint the pre-service teacher with the special needs of exceptional children in music classes. Students learn to adapt instruction to accommodate a variety of exceptionalities that are both physical and emotional. Content includes categories of special students, characteristic behaviors, mainstreaming, and classroom methodology. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that student take this course before the student teaching semester.

Prerequisite(s): Senior status.

ME 588 Dalcroze Studies 2 Credits

The purpose of this elective course is to provide students with an intensive experience in eurhythmics and eurhythmics pedagogy leading to an understanding of Dalcroze's principles regarding movement, solfège, improvisation and their uses in the classroom. An important focus of the class will be to provide an insight into kinesthetic-based learning as a conduit to inform and deepen the musical experience. Opportunities for lesson planning and curriculum development in the Dalcroze model will be offered. Students will write and present practice lessons. In addition, students will develop improvisation skills necessary to integrate eurhythmics into private applied instruction.

ME 591 Choral Music Grades 5-12 3 Credits

This course is designed to acquaint the music educator with repertoire suitable for use with middle and senior high school choral ensembles. Representative repertoire from all periods of music will be discussed, analyzed and performed in class. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 592 Creativity & Music Technology 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): Junior status or permission of instructor.

ME 595 Assessing Music Learning 1 Credits

This course provides pre-service music teachers with the strategies to assess music learning. Students study various testing models and learn to write and grade traditional tests such as true/false, multiple choice and essay. In addition, students examine authentic assessment, performance assessment and portfolio assessment models. Topics such as validity, reliability, standardized tests and testing bias will be included. In addition, students will learn how to read and interpret quantitative test data and examine the literature on grading. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. The content of this course conforms to the recommendations of the Professional Teaching Standards adopted by the State of New Jersey in 2002. In some semesters, this course may be offered in an on-line format.

Prerequisite(s): Senior status.

ME 650 Thesis 1 Credits

Independent research under faculty supervision leading to the writing of a master's thesis. Students register for this course in every semester or summer term in which assistance is provided by the thesis advisor.

Prerequisite(s): ME 685 (preferred) or MH 731; Permission of the Chair for Music Education is required to register for this course.

ME 671 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

ME 672 Teaching/Learning in Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

ME 682 Choral Music Education 3 Credits

This course is designed to assist choral music educators to improve their pedagogical effectiveness. This course will provide students with the knowledge, skills and dispositions necessary for developing comprehensive musicianship in the choral ensemble setting through the study of creating original music, responding to music, connecting to students and performing vocal/choral music with a primary focus on choral pedagogy, curriculum development, unit and rehearsal planning, programming, vocal development, program management, music literacy pedagogy, music technology and assessment.

Prerequisite(s): CR 621, ME 692, ME 721, ME 723.

ME 685 Research in Music Education 3 Credits

Intended for students in the M.M.E. and BM/MAT degree programs, this course provides students with the tools necessary to write a qualitative master's thesis. Specific objectives include an overview of qualitative research paradigms, selecting a research topic, developing a literature review, designing an appropriate methodology and collecting and analyzing data. Additionally, students explore a broad variety of research topics in music education, specialization in a chosen research topic in music education, the ability to review music education research literature and to synthesize findings in a scholarly paper using the appropriate style manual. Students master APA and Chicago styles and complete the thesis proposal during this course. The departmental Thesis Manual is available at www.rider.edu/musiced. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 686 Teaching Music in the 21st Century 3 Credits

Critical theory and critical pedagogy provide the framework for advanced study in post-modern teaching philosophies and teaching strategies as applied to music education. Techniques to engage students in diverse ways of thinking about music teaching and learning that transform both student and teacher will be presented. Always in the context of the social and political structures of schooling and the place schooling has in society, students will be empowered to create a dialoguing and problem-solving pedagogy for teaching music to children at all grade levels.

ME 690 Independent Research and Study 3 Credits

An elective course providing an opportunity to pursue a topic of special interest under the guidance of a music education faculty member. The proposal must be approved prior to registration for the course.

ME 692 Hist & Phil of Music Educ 3 Credits

The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well developed personal philosophy of music education. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 693 Seminar in Music Educ 3 Credits

While the topics vary from year to year, international perspectives in music education form the foundation for this seminar.

ME 721 Curric Development & Eval 3 Credits

This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. Post modern theory consistent with the Department's commitment to Critical Pedagogy for Music Education provide the focal point for the development of curricula that enhance and support quality music education. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 723 Psychology for Music Tchr 3 Credits

This course merges the science of psychology with the teaching of music. It helps the student to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music. Open to all graduate students. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 725 Teaching Instrumental Music 3 Credits

A graduate level survey of the pedagogy necessary to teach instrumental music (woodwinds, brass, string and percussion instruments) and to develop and maintain beginning string and wind ensembles. While the class will include some playing and performance, it is not designed to develop proficiency on the individual instruments. Students must demonstrate sufficient competencies to provide beginning instruction. Instruments will be available for rental. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Rental fee, per instrument: \$20.

ME 727 Teaching College 3 Credits

This course is designed for the graduate student who will be teaching at the college level. The content combines the theory of college teaching with praxis. Topics covered include: the psychology of the undergraduate, teaching graduate students, designing a syllabus, presenting course content, strategies for student-centered learning and assessment. Whenever possible, students will have the opportunity to intern with college faculty and will observe, present demonstration lessons, be coached and mentored. Open to all graduate students.

ME 750 BM/MAT Capstone 3 Credits

Independent research leading to a completed capstone project, which may be a thesis, action research, or another project or research initiative. The project must be approved by the department.

Prerequisite(s): ME 685; Permission of the Chair for Music Education is required to register for this course.

ME 771 Critical Pedagogy for Music Ed 3 Credits

This course presents the fundamental concepts, contexts and constructs that define Critical Pedagogy for Music Education. It focuses on the application of critical theory as a philosophical perspective to inform decisions teachers make when planning instruction for their students.

ME 775 MME Capstone 1 Credits

Independent research leading to a completed capstone project, such as curriculum and assessment development, pedagogical publication or presentation, instructional materials, etc. The project must be approved by the department.

ME 791 Internship in Music Teaching 3 Credits

A field-based experience consisting of three hours per week of internship teaching at a public or private school. Students may be placed in one of the residency programs of Westminster Academy. They will work with a cooperating teacher and be supervised by the instructor of the internship. Students will meet with the instructor periodically through the semester. In addition, they will prepare and teach lessons and submit documentation to chronicle the internship experience. International students in music education are strongly encouraged to take this course. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

Bachelor of Music: Organ Performance

Program Overview

The Organ Department at Westminster Choir College educates students in many facets of organ playing and related topics. Courses in performance, collaborative skills, choral conducting, improvisation, and literature are offered each semester. Westminster is home to a collection of 18 pipe organs built by Aeolian-Skinner, Beckerath, Casavant, Flentrop, Noack, and others. Students are encouraged to seek church employment during their time at Westminster; the organ faculty and sacred music office maintain a list of available positions in the area. For more information, including audition requirements and instrument specifications, visit the Organ Department website (<http://www.rider.edu/organ>).

Curriculum Overview

The undergraduate curriculum includes eight semesters of applied lessons, two semesters of organ literature, two semesters of organ improvisation, and courses in choral conducting, worship planning, and accompanying.

Degree Recital Requirements

1. Two recitals - memorization is encouraged, but not required:
 - a. A recital of at least 45 minutes at the conclusion of the Junior year.
 - b. A recital of at least 60 minutes at the conclusion of the Senior year.

- Students are required to be enrolled in organ lessons at Westminster during the semester of a degree recital, without exception.

Performance Class Requirements

For each semester a student is enrolled in organ lessons as a performance major, these requirements must be met:

- Three solo works, one of which must be memorized.
- Two hymns, one of which must be memorized.
- One collaborative work (i.e. anthem, vocal/instrumental solo, concerto, etc.)

Jury Requirements

- All freshman performance majors must pass a qualifying jury that includes:
 - Five Orgelbüchlein Chorales, by J. S. Bach; a Leipzig, Schübler, or Clavierübung III chorale can be substituted for one of these. (This requirement may be met in any jury or performance class during the first year.)
 - A Prelude and Fugue of J.S. Bach or Präludium of Dietrich Buxtehude, or Nicolas Bruhns
 - Three contrasting pieces from the 19th, 20th, or 21st centuries.
 - A complete hymn performed creatively (introduction, alternative harmonizations, etc.)
 - All major and minor scales (harmonic and melodic); four octaves
 - A jury must be performed at the conclusion of any semester that does not include a degree recital.

Note: One of the works in a. through e. above must be memorized.

Degree Offered

- B.M. in Organ Performance

Contact

Amanda Quist, D.M.A.
 Chair and Associate Professor, Conducting/Organ/Sacred Music
 Williamson Hall 43
 609-921-7100, ext. 8211
 aquist@rider.edu

Program Website: www.rider.edu/organ (<http://www.rider.edu/organ>)

Associated Department: Department of Organ, Conducting, and Sacred Music

Related Programs

- Sacred Music (p. 1109)
- Piano (p. 1147)
- Music Education (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/bm-music-education>)

Faculty

Alan Morrison • Adjunct Associate Professor, Organ, 2006. B.M., M.M., Curtis Institute of Music

Jason N. Roberts • Adjunct Assistant Professor, Organ, 2017. B.M., Rice University; M.M., Yale University; D.M.A., Manhattan School of Music

Organ Performance Program Requirements

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Code	Title	Credits
Choirs and Conducting		
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (4 terms)	4
CR 215	Fundamentals of Conducting	3
Applied Music		
OR 101A	Organ Primary (2 terms)	4
OR 201A	Organ Primary (2 terms)	4
OR 301A	Organ Primary (2 terms)	4
OR 401A	Organ Primary (2 terms)	4
Voice secondary (4 terms, 1 credit each)		4
Theory and Music History		
TH 141	Musicianship I	12
& TH 142	and Musicianship II	
& TH 241	and Musicianship III	
TH 342	Contemporary Trends	3
Theory level I elective		3
Theory level II elective		3
MH 247	Music Historiography I	6
& MH 248	and Music Historiography II	
MH 345	Music Since 1900	3
Music History elective		3
Professional Studies		
OR 433	Organ Literature I	6
& OR 434	and Organ Literature II	
OR 587	Organ Improvisation	2
OR 589	Organ Improvisation II	2
OR 590	Accompanying at the Organ	2
SM 531	Colloquium in Sacred Music (2 terms)	4
PI 101B	Piano Primary (4 terms) ¹	4
or HP 101B	Harpsichord Primary	
Arts and Sciences		
LL 131	English Composition	3
Foreign Language I / II / III / IV (4 courses) ²		12
Literature or Philosophy elective		3
Social/Behavioral/Natural Science elective		3
History elective		3
Arts & Sciences electives (2 courses)		6
Free Electives		
Free Electives		10
Total Credits		124

Notes

- Four terms of one-credit, half-hour lessons (suffix B) are covered under full-time tuition. Students wishing to take a full-hour lesson register for Suffix G, and are billed for one half-hour. After four terms are complete, all harpsichord or piano lessons are considered elective.

- ² Completion of French, German, Italian, Latin, or Spanish IV is required. If students are exempted from one or more semesters of foreign language study, they must replace the missing credits with other Arts & Sciences electives.
- ³ Attendance at weekly studio classes is required during all semesters of applied study.
- ⁴ A half recital must be presented in the junior year. A full recital must be presented in the senior year. All recitals must receive prior departmental approval.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1
OR 101A	Organ Primary	2
VC 103	Voice Secondary	1
TH 141	Musicianship I	4
HP 101B or PI 101B	Harpsichord Primary or Piano Primary	1
LL 131 or PI 101B	English Composition or Piano Primary	1-3
Literature/Philosophy elective		3
Semester Credit Hours		13-15
Spring Semester		
CR 109	Chapel Choir	1
OR 101A	Organ Primary	2
VC 103	Voice Secondary	1
TH 142	Musicianship II	4
HP 101B or PI 101B	Harpsichord Primary or Piano Primary	1
Social/Behavioral/Natural Science elective		3
History elective		3
Semester Credit Hours		15
Year 2		
Fall Semester		
CR 209	Schola Cantorum	1
OR 201A	Organ Primary	2
VC 203	Voice Secondary	1
CR 215	Fundamentals of Conducting	3
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
HP 101B or PI 101B	Harpsichord Primary or Piano Primary	1
Semester Credit Hours		15
Spring Semester		
CR 209	Schola Cantorum	1
OR 201A	Organ Primary	2
VC 203	Voice Secondary	1

TH 342	Contemporary Trends	3
MH 248	Music Historiography II	3
HP 101B or PI 101B	Harpsichord Primary or Piano Primary	1
Arts & Sciences elective		3
Semester Credit Hours		14
Year 3		
Fall Semester		
OR 301A	Organ Primary	2
CR 509	Symphonic Choir	1
Theory level I elective		3
MH 345	Music Since 1900	3
OR 433	Organ Literature I	3
SM 531	Colloquium in Sacred Music	2
Foreign Language I		3
Semester Credit Hours		17
Spring Semester		
OR 301A	Organ Primary	2
CR 509	Symphonic Choir	1
Theory Level II elective		3
MH 433	Seminar in Music History	3
OR 434	Organ Literature II	3
SM 531	Colloquium in Sacred Music	2
Foreign Language II		3
Junior Recital		
Semester Credit Hours		17
Year 4		
Fall Semester		
OR 401A	Organ Primary	2
CR 509	Symphonic Choir	1
OR 587	Organ Improvisation	2
Foreign Language III		3
Arts & Sciences elective		3
Free elective		4
Semester Credit Hours		15
Spring Semester		
OR 401A	Organ Primary	2
CR 509	Symphonic Choir	1
OR 589	Organ Improvisation II	2
OR 590	Accompanying at the Organ	2
Foreign Language IV		3
Free elective		6
Senior Recital		
Semester Credit Hours		16
Total Credit Hours for Graduation		122-124

Courses and Descriptions

OR 001S Applied Organ Studio 0 Credits

OR 101A Organ Primary 2 Credits

OR 101B Organ Primary 1 Credits

OR 101C Organ Elective 2 Credits

OR 101D Organ Elective 1 Credits

OR 101E Organ Primary 2 Credits

OR 101F Organ Primary 1 Credits

OR 101G Organ Primary 2 Credits

OR 201A Organ Primary 2 Credits

OR 201B Organ Primary 1 Credits

OR 201E Organ Primary 2 Credits

OR 201F Organ Primary 1 Credits

OR 201G Organ Primary 2 Credits

OR 301A Organ Primary 2 Credits

OR 301B Organ Primary 1 Credits

OR 301E Organ Primary 2 Credits

OR 301F Organ Primary 1 Credits

OR 301G Organ Primary 2 Credits

OR 401A Organ Primary 2 Credits

OR 401B Organ Primary 1 Credits

OR 401E Organ Primary 2 Credits

OR 401F Organ Primary 1 Credits

OR 401G Organ Primary 2 Credits

OR 433 Organ Literature I 3 Credits

Historical study of organ literature coordinated with a study of the development of the organ as a musical instrument.

OR 434 Organ Literature II 3 Credits

Continuation of OR 433.

OR 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

OR 587 Organ Improvisation 2 Credits

A laboratory in the keyboard disciplines of modulation, transposition, improvisation and vocal score reading. Required for undergraduate Organ Performance majors; others may elect the course by permission of the instructor.

OR 588 Organ Pedagogy 2 Credits

Pedagogical approaches to organ playing. Required for undergraduate Organ Performance majors; others may elect the course by permission of the instructor.

OR 589 Organ Improvisation II 2 Credits

Continuation of OR 587.

OR 590 Accompanying at the Organ 2 Credits

Development of accompanying techniques essential to the professional organist. Arranging and transcription from piano reductions and orchestral scores; standard choral/organ literature. Leading congregational song; appropriate methods of instrumental registration.

OR 623 Organ Music of J.S. Bach 3 Credits

A study by genre of Bach's organ compositions will include background, overview of the influences of Buxtehude, Pachelbel and Böhm, and performance practice issues. The question of the "Bach organ" will be explored. Prerequisite(s): MH 731, OR 433.

Corequisite(s): MH 731, OR 433.

OR 629 Seminar in Organ Literature 2 Credits

An intensive study of an area of organ literature or its performance practice. Specific content will change with each semester. Emphasis upon in-depth study of the works of a selected composer or genre.

OR 641A Organ Primary 2 Credits

OR 641B Organ Primary 1 Credits

OR 641C Organ Elective 2 Credits

OR 641D Organ Elective 1 Credits

OR 641E Organ Primary 2 Credits

OR 641F Organ Primary 1 Credits

OR 690 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

OR 723 Organ Literature Before 1800 3 Credits

Historical study of the organ literature coordinated with a study of the development of the organ as a musical instrument.

OR 724 Organ Literature since 1800 3 Credits

Study and research into the style, form, and interpretation of representative organ works composed after 1800. Study and research into national styles of organ composition and construction in France, Germany, England and North America.

Bachelor of Music: Piano

Program Overview

Piano at Westminster Choir College has multiple dimensions at both the undergraduate and graduate levels. It fosters the development of students who perform on a high level as soloists, as artist-teachers and as collaborators with other performing artists.

Our program helps to develop a strong foundation of technique and knowledge of piano literature and style. The department also provides instruction for undergraduate students who need keyboard skills in order to function effectively throughout their professional careers.

Curriculum Overview

Undergraduate Piano Primary: Piano primary students majoring in sacred music, B.A. in music, music education, or theory/composition are expected to play once each semester in a performance class. Seniors

give a full or half recital. Freshmen have required juries at the end of each semester; sophomores and juniors, at the end of each year.

Undergraduate Piano Secondary: All undergraduate voice primary students must enroll for piano secondary study until completing the undergraduate piano secondary curriculum course sequence. Instruction is in the form of piano classes. Placement in the class by level is determined at the beginning of each semester. Instruction entails study and performance of piano literature from the Baroque through the 21st Century as well as development of proficiency in areas of functional keyboard skills. For more details about the Piano Secondary curriculum, please refer to the Piano Department page (p. 1199) in this catalog.

Piano as an Elective: Students may elect private instruction in piano for credit. There are no audition requirements, but an extra fee is charged.

Piano Pedagogy Lab: This is a required graduate Piano Pedagogy course for the purpose of problem solving related to piano teaching. The class format includes open discussion of observations, supervised and independent teaching, questions relating to repertoire, materials, and technique, comparative philosophies and psychologies and their applications, group and private teaching, business issues (e.g. studio policies), use of technology, professional organizations and publications, recital and audition preparation, and parent education.

Piano Studio and Performance Class: This is a weekly recital and lecture hour during which performances are given by students, faculty members, and guest performers. Attendance and participation at weekly studio and performance classes is required for all undergraduate and graduate piano primary students. All Westminster students are invited to attend.

Degrees Offered

- B.M. in Piano

Contact

Margaret Cusack
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Erdman Hall 26
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Ingrid Clarfield
Professor
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Program Website: www.rider.edu/piano/ (<http://www.rider.edu/wcc/academics/undergraduate-programs/piano>)

Associated Department: Department of Piano and Voice (<http://www.rider.edu/piano>)

Related Programs

- Organ Performance (p. 1101)
- Sacred Music (p. 1109)
- Voice Performance (p. 1119)

Faculty

Ingrid Clarfield • Professor, Piano, 1982. B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Ena Bronstein Barton • Adjunct Associate Professor, Piano, 1983. Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile.

James Goldsworthy • Professor, Piano, 1996. B.M., M.M., Southern Methodist University; D.M.A., Stanford University.

Phyllis Lehrer • Professor, Piano, 1975. A.B., University of Rochester; M.S., Juilliard School.

Thomas Parente • Associate Professor, Piano, 1993. B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music; Ed.D., Teachers College, Columbia University.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Agnes Poltorak • Adjunct Assistant Professor, Piano, 2000. B.M., University of British Columbia, Canada; M.M., Westminster Choir College of Rider University.

Betty Handelman Stoloff • Adjunct Associate Professor, Piano, 1978. B.M.A., University of Michigan; M.A., Columbia University.

Piano Program Requirements

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Code	Title	Credits
Choirs and Conducting		
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (4 terms)	4
CR 215	Fundamentals of Conducting	3
Applied Music		
PI 101A	Piano Primary (2 terms)	4
PI 201A	Piano Primary (2 terms)	4
PI 301A	Piano Primary (2 terms)	4
PI 401A	Piano Primary (2 terms)	4
	Voice Secondary (4 terms)	4
Theory and Music History		
TH 141	Musicianship I	12
& TH 142	and Musicianship II	
& TH 241	and Musicianship III	
TH 342	Contemporary Trends	3
	Theory level I elective	3
	Theory level II elective	3
MH 247	Music Historiography I	6
& MH 248	and Music Historiography II	
MH 345	Music Since 1900	3
	Music History elective (MH433 Seminar in Music History)	3
Professional Studies		
PI 297	Fund of Piano Pedagogy I	9
& PI 298	and Fund of Piano Pedagogy II	
& PI 397	and Fund of Piano Pedagogy III	
PI 435	Survey of Piano Literature I	6
& PI 436	and Survey of Piano Literature II	
	Select two of the following:	3-4
PI 413	Accompanying Class (2 credits)	

PI 512	Chamber Music (2 credits)	
PI 585	Piano Ensemble (1 credit)	
Arts and Sciences		
LL 131	English Composition	3
Foreign Language I/II (2 courses)		6
Literature or Philosophy elective		3
Social/Behavioral/Natural Science elective		3
History elective		3
Arts & Sciences electives (4 courses)		12
Free Electives		
Free Electives		12
Total Credits		124-126

Notes

- ¹ Attendance at weekly studio/performance classes is required during all semesters of applied study.
- ² A half recital must be presented in the junior year. A full recital must be presented in the senior year. All recitals must receive prior departmental approval.
- ³ If students are exempted from one or more semesters of foreign language study, they must replace the missing credits with other Arts & Sciences electives.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1
PI 101A	Piano Primary	2
VC 103	Voice Secondary	1
TH 141	Musicianship I	4
LL 131	English Composition	3
Literature or Philosophy Elective		3
Free Electives		2
Semester Credit Hours		16
Spring Semester		
CR 109	Chapel Choir	1
PI 101A	Piano Primary	2
VC 103	Voice Secondary	1
TH 142	Musicianship II	4
Social/Behavioral/Natural Science elective		3
Arts and Sciences elective		3
Free elective		2
Semester Credit Hours		16
Year 2		
Fall Semester		
CR 209	Schola Cantorum	1
PI 201A	Piano Primary	2

VC 203	Voice Secondary	1
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
PI 297	Fund of Piano Pedagogy I	3
Foreign Language I		3
Semester Credit Hours		17
Spring Semester		
CR 209	Schola Cantorum	1
PI 201A	Piano Primary	2
VC 203	Voice Secondary	1
TH 342	Contemporary Trends	3
MH 248	Music Historiography II	3
PI 298	Fund of Piano Pedagogy II	3
Foreign Language II		3
Semester Credit Hours		16

Year 3**Fall Semester**

CR 509	Symphonic Choir	1
PI 301A	Piano Primary	2
Theory Level I elective		3
MH 345	Music Since 1900	3
PI 397	Fund of Piano Pedagogy III	3
PI 435	Survey of Piano Literature I	3
Free elective		2
Semester Credit Hours		17

Spring Semester

CR 509	Symphonic Choir	1
PI 301A	Piano Primary	2
Theory Level II elective		3
MH 433	Seminar in Music History	3
Arts & Sciences elective		3
Select one of the following:		1-2

PI 413	Accompanying Class	
or	or Chamber Music	
PI 512	or Piano Ensemble	
or		
PI 585		
Free elective		3
Semester Credit Hours		16-17

Year 4**Fall Semester**

CR 509	Symphonic Choir	1
PI 401A	Piano Primary	2
CR 215	Fundamentals of Conducting	3
PI 436	Survey of Piano Literature II	3
PI 413	Accompanying Class	2
or PI 512	or Chamber Music	
Arts and Sciences elective		3
Semester Credit Hours		14

Spring Semester

CR 509	Symphonic Choir	1
PI 401A	Piano Primary	2
Arts and Sciences elective		3

Free elective	3
History elective	3
Semester Credit Hours	12
Total Credit Hours for Graduation	124-125

Courses and Descriptions

PI 101A Piano Primary 2 Credits

PI 201A Piano Primary 2 Credits

PI 297 Fund of Piano Pedagogy I 3 Credits

Fundamentals I is devoted to study of techniques, methods, and materials suitable for beginning through early intermediate level students. Other areas of study include motivational strategies, establishment of effective practice habits, recital preparation, technique, and elementary duet materials. Students analyze and demonstrate teaching from three different beginning piano methods. Observation of professional teaching is done in the context of class and private lessons at the Westminster Conservatory.

PI 298 Fund of Piano Pedagogy II 3 Credits

In Fundamentals II, students continue to apply their experience with piano methods to the teaching of students. In addition, the semester is devoted to the study of materials from all style periods for upper elementary and intermediate level students. Students observe private and group lessons appropriate to these levels. The course culminates in an individual lecture recital demonstrating music from a variety of style periods.

Prerequisite(s): PI 297.

PI 301A Piano Primary 2 Credits

PI 397 Fund of Piano Pedagogy III 3 Credits

Fundamentals III involves supervised private and group teaching of beginning students. Emphasis is placed on lesson planning, presentation of concepts, use of technology, and the relationship between technique and musicianship skills. The course further addresses the different psychological and methodological approaches to teaching adults and children in class and private settings, and includes an overview of materials for the adult student and group classes. The course culminates in a lecture recital on a pedagogical subject of the students choice.

PI 401A Piano Primary 2 Credits

PI 413 Accompanying Class 2 Credits

This course is designed with the twofold purpose of allowing undergraduate pianists to fulfill their piano ensemble elective requirement within the professional studies area as well as providing an opportunity for voice primary students to further their piano study in a challenging forum in situations directly related to their repertoire. The students in the class will receive instruction in the stylistic, technical, analytical and linguistic aspects of vocal literature. The many issues involved in vocal collaboration will be discussed along with in-depth study of the pianist's role in musical partnerships. Issues of musical freedom, language, and the varieties of sonic treatment unique to vocal literature will be discussed. Italian, French, German and English song repertoire from various style periods will provide the assignments for performance and discussion.

PI 435 Survey of Piano Literature I 3 Credits

A study of representative works from 1650-1800 by composers including J. S. Bach, C.P.E. Bach, J.C. Bach, Haydn, Mozart, and Beethoven.

Prerequisite(s): MH 248.

PI 436 Survey of Piano Literature II 3 Credits

A study of representative works from 1800 to the present by composers including Beethoven, Schubert, Mendelssohn, Schumann, Chopin, Liszt, Brahms, Debussy, Ravel, Prokofiev, and Bartók.

Prerequisite(s): MH 248.

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 513 Jazz Keyboard/Improv 3 Credits

This course will enable pianists and organists to become familiar with the theory, harmony, and improvisational techniques of jazz piano. Emphasis will be placed upon getting each student to create spontaneous improvisations. The fundamental goal will be that of enabling students accustomed to following a score to move beyond it. Extensive exposure to material from the "Great American Songbook" as well as to jazz standards will provide a structural basis for the course.

Prerequisite(s): TH 142 and PI 201, or equivalent knowledge and technical proficiency.

PI 516 Physical/Psych Aspects Piano 2 Credits

The two major emphases of this course are: (1) the pianist as athlete and 2) the pianist as performer. The first includes a study of appropriate exercise, nutrition, anatomy and physiology as they relate to piano technique, implications for injury prevention, and how to deal with injuries should they occur. The second includes the reading process, strategies for practicing, memorizing techniques, and ways of coping with the behavioral, physical and cognitive manifestations of performance anxiety.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

Piano Pedagogy Minor

The Piano Pedagogy minor is open to Westminster Choir College undergraduates other than Piano majors. Interested students must be accepted by the Piano Faculty and should then declare the minor by completing a form available in the Assistant Registrar's Office.

Acceptance to Minor

- For piano primary – by recommendation of the applied piano teacher
- For non-piano primary – by recommendation of the applied teacher, advisor, audition, and interview with the Piano Faculty

Degree Offered

- Minor in Piano Pedagogy

Contact

Margaret Cusack

Professor and Chairperson
Erdman Hall 26
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Ingrid Clarfield

Professor
Erdman Hall 11
609-921-7100, ext. 8290
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Program Website: www.rider.edu/piano/ (<http://www.rider.edu/wcc/academics/undergraduate-programs/piano>)

Associated Department: Piano and Voice Department (<http://www.rider.edu/piano>)

Requirements for the Minor

(15 credits)

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Code	Title	Credits
Required Courses		
PI 297	Fund of Piano Pedagogy I	3
PI 298	Fund of Piano Pedagogy II	3
PI 540	Keyboard Skills	3
PI 435	Survey of Piano Literature I ¹	3
or PI 436	Survey of Piano Literature II	
Electives		
Select 3 credits from the following:		3
PI 397	Fund of Piano Pedagogy III (3 credits)	
PI 413	Accompanying Class (2 credits)	
PI 435	Survey of Piano Literature I (3 credits) ¹	
PI 436	Survey of Piano Literature II (3 credits) ¹	
PI 512	Chamber Music (2 credits)	
PI 585	Piano Ensemble (1 credit)	
Total Credits		15

¹ Students must take either PI 435 or PI 436. The remaining course may be taken to fulfill the elective requirement.

Courses and Descriptions

PI 297 Fund of Piano Pedagogy I 3 Credits

Fundamentals I is devoted to study of techniques, methods, and materials suitable for beginning through early intermediate level students. Other areas of study include motivational strategies, establishment of effective practice habits, recital preparation, technique, and elementary duet materials. Students analyze and demonstrate teaching from three different beginning piano methods. Observation of professional teaching is done in the context of class and private lessons at the Westminster Conservatory.

PI 298 Fund of Piano Pedagogy II 3 Credits

In Fundamentals II, students continue to apply their experience with piano methods to the teaching of students. In addition, the semester is devoted to the study of materials from all style periods for upper elementary and intermediate level students. Students observe private and group lessons appropriate to these levels. The course culminates in an individual lecture recital demonstrating music from a variety of style periods.

Prerequisite(s): PI 297.

PI 397 Fund of Piano Pedagogy III 3 Credits

Fundamentals III involves supervised private and group teaching of beginning students. Emphasis is placed on lesson planning, presentation of concepts, use of technology, and the relationship between technique and musicianship skills. The course further addresses the different psychological and methodological approaches to teaching adults and children in class and private settings, and includes an overview of materials for the adult student and group classes. The course culminates in a lecture recital on a pedagogical subject of the students choice.

PI 413 Accompanying Class 2 Credits

This course is designed with the twofold purpose of allowing undergraduate pianists to fulfill their piano ensemble elective requirement within the professional studies area as well as providing an opportunity for voice primary students to further their piano study in a challenging forum in situations directly related to their repertoire. The students in the class will receive instruction in the stylistic, technical, analytical and linguistic aspects of vocal literature. The many issues involved in vocal collaboration will be discussed along with in-depth study of the pianist's role in musical partnerships. Issues of musical freedom, language, and the varieties of sonic treatment unique to vocal literature will be discussed. Italian, French, German and English song repertoire from various style periods will provide the assignments for performance and discussion.

PI 435 Survey of Piano Literature I 3 Credits

A study of representative works from 1650-1800 by composers including J. S. Bach, C.P.E. Bach, J.C. Bach, Haydn, Mozart, and Beethoven.

Prerequisite(s): MH 248.

PI 436 Survey of Piano Literature II 3 Credits

A study of representative works from 1800 to the present by composers including Beethoven, Schubert, Mendelssohn, Schumann, Chopin, Liszt, Brahms, Debussy, Ravel, Prokofiev, and Bartók.

Prerequisite(s): MH 248.

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

Bachelor of Music: Sacred Music

Program Overview

Students who choose to major in sacred music at Westminster have access to education of the highest quality and broadest scope. The major brings together students from all faiths and interests and seeks to explore the excellence of various traditions of sacred music. Faculty members have wide experience and expertise in such traditions as Anglican, Lutheran, Methodist, Presbyterian, Reformed, Roman Catholic, the Synagogue and Temple tradition, and others.

Underlying all the offerings of the department is the understanding that sacred music is neither an optional extra nor merely a spiritual entertainment within the service of the church. It is rather an essential part of the liturgy and worship and therefore must have integrity and quality appropriate for its twin functions of carrying the word of God to us, and our words of praise to God.

Undergirding the sacred music program are the offerings of the other Westminster academic and performance departments, the specialized collections containing sacred music materials in Talbott Library, and the vast network of affiliate churches in the greater New York-Philadelphia metropolitan area in which Westminster students gain personal experience in a wide range of sacred music practice.

Curriculum Overview

The curriculum aims, on the one hand, to explore how familiar tradition can be blended with unfamiliar contemporary creativity in choral, congregational, and instrumental music for worship; and, on the other hand, to provide a balanced study of theoretical matters and practical concerns. Technique, repertoire, and performance practice are therefore

considered with theology, biblical and post-biblical religious history, and the development and practice of liturgy and worship.

Sacred Music Lab provides an opportunity for students to experience a wide variety of denominational traditions and worship styles. In this context students are immersed in extensive congregational, choral, vocal, organ and instrumental works, which comprise the basic corpus of sacred repertoire. New trends in theology, hymnody and composition are also explored through practical and creative liturgies.

Degree Offered

- B.M. in Sacred Music

Contact

Amanda Quist, D.M.A.

Associate Professor and Chairperson

Williamson Hall 43

609-921-7100, ext. 8244

aquist@rider.edu (joemiller@rider.edu)

Program Website: www.rider.edu/wcc/undergraduate-programs/sacred-music (<http://www.rider.edu/wcc/undergraduate-programs/sacred-music>)

Associated Department: Department of Conducting, Organ and Sacred Music (<http://www.rider.edu/faculty/amanda-quist>)

Related Programs

- Organ Performance (p. 1101)
- Voice Performance (p. 1119)
- Music Education (p. 1087)

Additional Opportunities

A reciprocal arrangement with Princeton Theological Seminary allows Westminster graduate students to take certain courses offered by the Seminary. Enrollment in such courses is arranged after consultation with Sacred Music faculty. Speer Library at the Seminary, housing one of the nation's most important theological collections, is another invaluable resource for Westminster students.

Faculty

Amanda Quist • Associate Professor and Chair, Conducting, 2010. B.M., Western Michigan University; M.M., Western Michigan University; D.M.A., University of North Texas.

Vinroy Brown • Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.

Steve Pilkington • Associate Professor, Sacred Music, and Director of Chapel, 1992. B.A., St. Olaf College; M.M., University of Illinois; Ph.D., Drew University.

Kathleen Ebling Shaw • Adjunct Instructor, Sacred Music, 1991. B.M., Westminster Choir College.

Tom T. Shelton, Jr. • Associate Professor, Sacred Music, 2012. B.M., M.M., University of North Carolina at Greensboro.

Sacred Music Program Requirements

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Code	Title	Credits
	Choirs and Conducting	

CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (4 terms)	4
CR 215	Fundamentals of Conducting	3
CR 315	Techniques of Conducting	3

Applied Music and Diction**Select one primary from Organ, Piano or Voice** 14

OR 101A	Organ Primary (2 terms)	
or PI 101A	Piano Primary	
or VC 101A	Voice Primary	
OR 201A	Organ Primary (2 terms)	
or PI 201A	Piano Primary	
or VC 201A	Voice Primary	
OR 301A	Organ Primary (2 terms)	
or PI 301A	Piano Primary	
or VC 301A	Voice Primary	
OR 401A	Organ Primary (2 terms)	
or PI 401A	Piano Primary	
or VC 401A	Voice Primary	

Voice or Piano secondary (4 terms) 4

VC 115	English & Italian Diction	
VC 116	French & German Diction ¹	

Theory and Music History

TH 141	Musicianship I	12
& TH 142	and Musicianship II	
& TH 241	and Musicianship III	
TH 342	Contemporary Trends	3
Theory level I elective		3
Theory level II elective		3
MH 247	Music Historiography I	6
& MH 248	and Music Historiography II (2 courses)	
MH 345	Music Since 1900	3
Music History elective		3

Professional Studies

SM 121	Survey of Sacred Music Lit	3
SM 122	Worship and Theology	3
SM 142	Intro to Music Ministry	2
SM 158	Intro Handbell Leadership	1
SM 360	History of American CM	3
SM 510	Choral Music for Adult Choirs	2
SM 511	Sacred Music Lab (8 terms) ²	0
SM 512	Choral Music for Childrn/Youth	2

Concentrations - Select one of the following: 8**Organ (In order to be considered for this concentration, you must audition and be accepted by the Organ area.)**

OR 590	Accompanying at the Organ (2 credits)	
PI 101B	Piano Primary (2 terms, 1 credit each)	
SM 365	Sacred Sounds (2 credits)	
or SM 250	Contemporary Worship	
SM 491	SM Internship (2 terms, 1 credit each)	

Bells (In order to be considered for this concentration, you must audition and be selected for Concert Handbell Choir I.)

SM 365	Sacred Sounds (2 credits)	
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or SM 250	Contemporary Worship	
SM 491	SM Internship (2 terms, 1 credit each)	
SM 519	Concert Handbell Choir I (4 terms, 1 credit each)	

Urban Church (In order to be considered for this concentration, you must audition and be selected for Jubilee Singers.)

SM 250	Contemporary Worship (2 credits)	
SM 491	SM Internship (2 terms, 1 credit each)	
SM 509	Jubilee Singers (4 terms, 1 credit each)	

Children's & Youth Music

SM 365	Sacred Sounds (2 credits)	
or SM 250	Contemporary Worship	
SM 491	SM Internship (3 terms, 1 credit each)	
ME 540	Choir Train for Young Singers (3 credits)	
or ME 591	Choral Music Grades 5-12	

Adult Conducting

SM 365	Sacred Sounds (2 credits)	
or SM 250	Contemporary Worship	
SM 491	SM Internship (3 terms, 1 credit each)	
CR 524	Vocal Techniques for Choirs (3 credits)	
or CR 505	Advanced Conducting	

Cantor/Early Music (In order to be considered for this concentration, you must audition and be selected for Kantorei).

SM 365	Sacred Sounds (2 credits)	
SM 491	SM Internship (2 terms, 1 credit each)	
CR 515	Westminster Kantorei (4 terms, 1 credit each)	

Arts and Sciences

LL 131	English Composition	3
Foreign Language I/II (2 courses) ³		6
Biblical Studies elective		3
Social/Behavioral/Natural Science elective		3
History elective		3
Arts & Sciences electives (2 courses)		6

Free Electives

Free Electives	6
Total Credits	119

Notes

- ¹ Non-voice primary students may substitute two credits of free electives for VC 116.
- ² Attendance is required of all undergraduate Sacred Music majors at weekly Lab meetings during every semester of enrollment, up to a total of 8 semesters for SM 511 Sacred Music Lab.
- ³ Completion of French, German, Italian, Latin, or Spanish II is required. If students are exempted from one or more semesters of foreign language study, they must replace the missing credits with other Arts & Sciences electives.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
PI 103	Piano Secondary I	1
or VC 103	or Voice Secondary	
TH 141	Musicianship I	4
SM 142	Intro to Music Ministry	2
SM 511	Sacred Music Lab	0
LL 131	English Composition	3
Foreign Language I		3
Semester Credit Hours		16
Spring Semester		
CR 109	Chapel Choir	1
OR 101A	Organ Primary	2
or PI 101A	or Piano Primary	
or VC 101A	or Voice Primary	
PI 104	Piano Secondary II	1
or VC 103	or Voice Secondary	
VC 115	English & Italian Diction	2
SM 121	Survey of Sacred Music Lit	3
TH 142	Musicianship II	4
SM 511	Sacred Music Lab	0
Foreign Language II		3
Semester Credit Hours		16
Year 2		
Fall Semester		
SM 122	Worship and Theology	3
CR 209	Schola Cantorum	1
PI 203	Piano Secondary III	1
or VC 203	or Voice Secondary	
OR 201A	Organ Primary	2
or PI 201A	or Piano Primary	
or VC 201A	or Voice Primary	
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
SM 511	Sacred Music Lab	0
Arts & Sciences Elective		3
Semester Credit Hours		17
Spring Semester		
CR 209	Schola Cantorum	1
PI 204	Piano Secondary for Mus Ed & Sacred Music	1
or VC 203	or Voice Secondary	
OR 201A	Organ Primary	2
or PI 201A	or Piano Primary	
or VC 201A	or Voice Primary	
SM 158	Intro Handbell Leadership	1
CR 215	Fundamentals of Conducting	3
TH 342	Contemporary Trends	3
MH 248	Music Historiography II	3
SM 511	Sacred Music Lab	0

History elective		3
Semester Credit Hours		17
Year 3		
Fall Semester		
CR 215	Fundamentals of Conducting	3
CR 509	Symphonic Choir	1
MH 345	Music Since 1900	3
SM 250	Contemporary Worship	2
SM 510	Conducting Adult Church Choirs: Pedagogy and Management	2
SM 511	Sacred Music Lab	0
Piano elective		1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
Theory Level I elective		3
Semester Credit Hours		17
Spring Semester		
CR 509	Symphonic Choir	1
OR 301A	Organ Primary	2
or PI 301A	or Piano Primary	
or VC 301A	or Voice Primary	
SM 511	Sacred Music Lab	0
SM 512	Conducting Children and Youth Church Choirs: Pedagogy and Management	2
Theory Level II elective		3
Social/Behavioral/Nature Science elective		3
Biblical Studies elective		3
Piano elective		1
Semester Credit Hours		15
Year 4		
Fall Semester		
CR 509	Symphonic Choir	1
OR 401A	Organ Primary	2
or PI 401A	or Piano Primary	
or VC 401A	or Voice Primary	
SM 360	History of American CM	3
SM 491	SM Internship	1
SM 511	Sacred Music Lab	0
Free elective		3
Arts & Sciences elective		3
Semester Credit Hours		13
Spring Semester		
CR 509	Symphonic Choir	1
OR 401A	Organ Primary	2
or PI 401A	or Piano Primary	
or VC 401A	or Voice Primary	
SM 491	SM Internship	1
SM 511	Sacred Music Lab	0
Free elective		6
Music History elective		3

Recital

Semester Credit Hours	13
Total Credit Hours for Graduation	124

Courses and Descriptions

SM 121 Survey of Sacred Music Lit 3 Credits

Broad survey of Christian music. Through standard repertoire, major historical genres of sacred music are explored from biblical roots in the Old and New Testament to the postmodern expressions of our time.

SM 122 Worship and Theology 3 Credits

A study of the content, theology, and history of the Old and New Testament narratives that the church recounts and celebrates in its liturgical year.

SM 142 Intro to Music Ministry 2 Credits

An introduction to the vocational needs, professional relationships, administration styles and teaching roles of the church musician. In addition to an overview of professional standards, emphasis will also be placed on music engraving skills, budgeting, recruitment, endowments and fundraising.

SM 158 Intro Handbell Leadership 1 Credits

A hands-on course providing a strong foundation for the beginning director/ringer. It will include information about ringing instruments, maintenance, ringing and damping techniques, articulations, part assignments, a survey of handbell literature, and rehearsal planning and directing.

SM 250 Contemporary Worship 2 Credits

This course is an exploration of the various forms of worship being practiced in urban churches across America. Practical and skill-based, it is designed to allow the student to explore praise and worship music, different styles of gospel, and other forms of music used in non-traditional worship.

SM 340 Church Field Education 1 Credits

A practical program in which students take responsibility for the music program of an assigned affiliate church. Under supervision, students exercise the skills and concepts learned in the classroom. Enrolled students also meet in a weekly preceptorial. Sacred Music majors must take two consecutive semesters, normally in the junior year.

Prerequisite(s): SM 121, SM 122.

SM 354 Hymnody & Psalmody 3 Credits

A study of the origins and development of Christian song. The first part of the course deals with the nature of the Psalms in their Biblical setting and their use in the worship of different traditions. The second part of the course deals with the history of congregational hymnody - texts, tunes, styles and functions - from the 16th century to the present. The course aims to develop an awareness of the textual and musical treasures available for both congregational and choral use.

SM 360 History of American CM 3 Credits

A broad survey of American church music beginning with colonial psalm-singing and continuing through four centuries of musical development leading up to and including the vast panorama musical practices found in post-modern Christianity. A special emphasis will be placed on the development and influence of African-American church music on contemporary musical practices. **Prerequisite(s):** SM 121.

SM 365 Sacred Sounds 2 Credits

A study of the origins and development of Christian song. The first section of the course deals with the nature of the psalms and their use in the worship of different traditions. The second section of the course will be a survey of congregational hymnody – texts, tunes, styles and functions – from the 16th century to the present. The course aims to develop a context for the discussion congregational song as it might be practiced in the 21st century, the final part of the class.

SM 410 African Amer Choral Lit 3 Credits

This course is designed to give students a better understanding of the choral literature, historical context and text analysis of African American composers.

SM 454 German Church Music 3 Credits

A study of church choral literature by German composers from the 16th century to the present focusing on the pre-Bach and post-Bach cantata. Class performances of selected works. Complements SM 455. Offered in rotation with other Sacred Music electives.

SM 455 Bach Cantatas 3 Credits

A study of the history, performance practices, and liturgical setting of the cantatas of J.S. Bach. Class performances of selected cantatas. Complements SM 454. Offered in rotation with other Sacred Music electives.

SM 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 is required.

Prerequisite(s): junior or senior standing.

SM 491 SM Internship 1 Credits

A practical program in which students take responsibility for the music program of a local church or work as an intern in an assigned affiliate church. Under faculty supervision, students exercise the skills and concepts learned in the classroom. Enrolled students also meet in a weekly preceptorial. Sacred music majors must take two consecutive semesters, normally in the junior year.

Prerequisite(s): CR 215.

SM 509 Jubilee Singers 1 Credits

This auditioned ensemble is devoted to the performance of sacred music from the African-American tradition.

SM 510 Conducting Adult Church Choirs: Pedagogy and Management 2 Credits

A practical, skill-based course devoted to the building and maintenance of church music programs serving adults.

SM 511 Sacred Music Lab 0 Credits

Series of classes that addresses a variety of experiences in Sacred Music while rotating principal themes and ideas. Student preparation of monthly worship settings will put studied concepts into practice.

SM 512 Conducting Children and Youth Church Choirs: Pedagogy and Management 2 Credits

A practical, skill-based course devoted to the building and maintenance of church music programs serving children and youth.

SM 517 Concert Handbell Choir II 1 Credits

Open to students who have had previous handbell experience. Intermediate to advanced repertoire, with opportunities for concert performance.

SM 519 Concert Handbell Choir I 1 Credits

A choir selected by audition from the most experienced and capable bell ringers among the student body at large. This ensemble utilizes advanced repertoire and techniques, aiming primarily at presenting concerts both on and off campus, including a two-week annual tour.

SM 525 Conductors' Repertoire Ensemble 1 Credits

An auditioned chamber ensemble, offered every semester, which provides conducting podium time and coaching to all interested members. It additionally serves the conducting needs of graduate Sacred Music majors.

Prerequisite(s): CR 215 or permission of instructor.

SM 531 Colloquium in Sacred Music 2 Credits

A lecture series/colloquium intended to address a wide variety of concerns in the field of Sacred Music while rotating principal themes and ideas.

SM 540 Choir Training/Young Singers 3 Credits

A practicum combined with study designed to teach students how to organize and direct a children's choir program that emphasizes musical training as a basic requirement. The course focuses on teaching children good vocal techniques and sight-reading skills and includes practice teaching in a local school under instructor supervision. Other areas covered include musical readiness skills, voice-change problems, and repertoire.

SM 541 Conducting Church Choirs: Ped & Mgt 3 Credits

A practical course devoted to the building and maintenance of church music programs serving persons of all ages.

SM 610 Foundations of Music Ministry 2 Credits

This graduate level course surveys the vocational needs, professional relationships, administrative styles, and teaching roles of the practicing church musician. In addition to an overview of professional standards, emphasis will also be placed on music engraving skills (music notation software), budgeting, recruitment, endowments and fundraising.

SM 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity. Offered in rotation with other Sacred Music electives. 3 Credit hours.

SM 624 Choral Music for Children 1 Credits

This course is designed to acquaint the church choral director with repertoire suitable for use with children's and youth choirs. Representative repertoire from all periods of music will be discussed and analyzed. Focus will be on repertoire that can be used during special services throughout the liturgical church year.

SM 625 Choral Music for Adults 1 Credits

This course is designed to acquaint the church choral director with repertoire suitable for use with adult choirs and adult ensembles. Representative repertoire from all periods of music will be discussed and analyzed. Focus will be on repertoire that can be used during special services throughout the liturgical church year.

SM 630 Conducting Coaching 1-2 Credits

Structured preparation and faculty coaching of the culminating choral recital in the graduate Sacred Music curriculum.

SM 631 Worship Planning/21st Cent. 3 Credits

Designed to facilitate the planning of worship, this practical course will be an immersion in the musical and theological materials available to those who create worship.

SM 632 Collaborative Prep for Worship 1 Credits

Through seminars, readings and common participation in chapel services, Westminster Choir College and Princeton Theological Seminary students will explore models for pastors and church musicians to prepare collaboratively for worship.

SM 635 Choir Training For Children/Youth 3 Credits

A practical course designed to teach students how to organize and direct a comprehensive music program from preschool through high school in the church setting. The course focuses on teaching excellent vocal techniques for each level as well as appropriate music skill development. Other areas of focus include: musical readiness skills; working with preschool singers; understanding the child's voice; the changing voice; and appropriate repertoire for all ages.

SM 640 Liturgies 3 Credits

A study of the origins of liturgy, its development in the main Christian traditions, and its relation to ecclesiastical history, with particular attention given to the differing styles and traditions of liturgical music. Contemporary liturgies are viewed against this historical background.

SM 641 Hymnology 3 Credits

A study of the origins and development of Christian hymnody, with reference to the theological emphases of various periods from the beginnings to the present, aiming to arouse interest in the textual and musical content of hymns and in their effective use in worship.

SM 654 German Church Music 3 Credits

A study of church choral literature by German composers from the 16th century to the present focusing on the pre-Bach and post-Bach cantata. Class performances of selected works. Complements SM 655. Offered in rotation with other Sacred Music electives.

SM 655 Bach Cantatas 3 Credits

A study of the history, performance practices, and liturgical setting of the cantatas of J.S. Bach. Class performances of selected cantatas.

SM 690 Independent Study and Research 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

SM 710 Panorama of Sacred Music 3 Credits

This graduate-level course is a one-semester survey of those masterworks and significant musical movements that have shaped the evolution of Western Sacred Music. Beginning with the Old Testament, this course will move through all eras, highlighting important composers and liturgical trends, placing them in their appropriate cultural and theological contexts.

SM 712 Hist of Sacred Music I 3 Credits

Study and research into the history of Western Christian music and its most important genres beginning with the Old Testament and continuing until the death of J.S. Bach in 1750.

SM 713 Hist of Sacred Music II 3 Credits

Continuation of SM 712, beginning with the Classical Viennese Mass and continuing until today. Emphasis on the development of the American church and its worship music.

SM 722 Theology, Liturgy & Worship 3 Credits

A detailed study of the Bible. Principal thematic and narrative elements are correlated to the development of the church's historic liturgies and the theological principles behind them.

Bachelor of Music: Theory/Composition

Overview

The program in composition, music history and theory aims to develop the aural skills needed by all musicians to provide the necessary theoretical knowledge for the continuing study and performance of music, to develop analytical and esthetic understanding of music forms and styles, and to foster the creative impulse in music.

Students also have access to Westminster's music computing center, where they can compose, orchestrate, and print their compositions in publishable quality using computers interfaced with sampler/synthesizers as well as sequencing and music printing software.

Curriculum Overview

Required musicianship and historiography courses, contemporary trends, music since 1900, and elective theory and music history courses form the core of undergraduate study. All baccalaureate candidates must elect an additional music history course and a level I theory course; bachelor of music candidates, must also elect a level II theory course. Elective courses provide students with opportunities to apply their skills to specific areas of inquiry after satisfying specific prerequisites. The core requirements for bachelor of music students include one music history elective and two music theory electives.

Degree Offered

- B.M. in Theory and Composition

Contact

Sharon Mirchandani, Ph.D.

Professor and Chair of Music Composition, History, and Theory
Williamson Hall 44
609-921-7100, ext. 8313
smirchandani@rider.edu

Program Website: www.rider.edu/wcc/undergraduate-programs/theory-and-composition (<http://www.rider.edu/wcc/undergraduate-programs/theory-and-composition>)

Associated Department: Department of Music History, Theory, and Composition

Related Programs

- Music Education (p. 1087)
- Music Studies (p. 1033)
- Piano (p. 1104)
- Voice Performance (p. 1119)

Faculty

Sharon Mirchandani (chair) • Professor, Music History/Theory, 1997. B.M., Bowling Green State University; M.M., Temple University; Ph.D., Rutgers University.

Christian Carey • Associate Professor, Theory/Composition/Music History, 2004. B.M., Juilliard; M.M., Boston University; Ph.D., Rutgers University.

Charles Frantz • Adjunct Associate Professor, Theory/Music History, 2000. B.M., M.M., Temple University; Ph.D., Rutgers University.

R. Douglas Helvering • Adjunct Associate Professor, Theory, 2009. B.M., University of Nebraska; M.M., Westminster Choir College; D.M.A., University of Kansas.

Ronald A. Hemmel • Professor, Theory/Composition, 1994. B.M., Westminster Choir College; M.M., James Madison University; M.Phil., Ph.D., Rutgers University.

Eric Hung • Associate Professor, Music History, 2004. A.R.C.T., Royal Conservatory of Music; B.A., Wesleyan University; Ph.D., Stanford University.

Jay Kawarsky • Professor, Theory, 1989. B.M.E., Iowa State University; M.M., D.M., Northwestern University.

Anthony Kosar • Professor, Theory, 1984. B.M., West Liberty State College; M.M., Southern Illinois University; Ph.D., The Ohio State University.

Carmen Mateiescu • Adjunct Assistant Professor, Theory/Composition, 2007. B.M., M.M., University of Music (Bucharest); Ph.D., Rutgers University.

Joel Phillips • Professor, Theory, 1985. M.M., Eastman School of Music, University of Rochester; B.M., D.M.A., University of Alabama.

Stefan Young • Professor, Theory, 1979. B.M., Rollins College; M.M., The Juilliard School; Ph.D., Rutgers University.

Theory and Composition Program Requirements

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Code	Title	Credits
Choirs and Conducting		
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (4 terms)	4
CR 215	Fundamentals of Conducting	3
Applied Music and Diction		
Select one primary from Organ, Piano or Voice ¹		
OR 101B	Organ Primary (2 terms)	2
or PI 101B	Piano Primary	
or VC 201B	Voice Primary	
OR 201B	Organ Primary (2 terms)	2
or PI 201B	Piano Primary	
or VC 201B	Voice Primary	
OR 301B	Organ Primary (2 terms)	2
or PI 301B	Piano Primary	
or VC 301B	Voice Primary	
OR 401B	Organ Primary (2 terms)	2
or PI 401B	Piano Primary	
or VC 401B	Voice Primary	
Voice or Piano secondary (4 terms)		4

Private Composition (6 terms)	12
VC 115 English & Italian Diction ²	2
VC 116 French & German Diction ²	2
Theory and Music History	
TH 141 Musicianship I	12
& TH 142 and Musicianship II	
& TH 241 and Musicianship III	
TH 342 Contemporary Trends	3
Theory level I elective	3
Theory level II elective	3
MH 247 Music Historiography I	6
& MH 248 and Music Historiography II	
MH 345 Music Since 1900	3
Music history elective	3
Professional Studies	
TH 237 Composition Class	3
Additional Level I Theory elective	3
Additional Level II Theory elective	3
Additional Theory or Music History electives (2 courses)	6
TH 480 Senior Project	3
Arts and Sciences	
LL 131 English Composition	3
Foreign Language I/II (2 courses) ³	6
Literature or Philosophy elective	3
Social/Behavioral/Natural Science elective	3
History elective	3
Arts & Sciences electives (4 courses)	12
Free Electives	
Free Electives	6
Total Credits	126

Notes

- ¹ Eight terms of one-credit, half-hour lessons (suffix B) are covered under full-time tuition. Students wishing to take a full-hour lesson register for suffix G, and are billed for one half-hour.
- ² VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives for these two courses.
- ³ If students are exempted from one or more semesters of foreign language study, they must replace the missing credits with other Arts & Sciences electives.
- ⁴ Students must present a public recital in the senior year that includes both compositions written by the student and performance on the applied primary instrument. Recitals must be approved in advance by both the Music Composition, History & Theory Department and the applied primary department.
- ⁵ Attendance requirements at monthly departmental forums must be met.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 109	Chapel Choir	1
TH 237	Composition Class	3
Choose one primary from:		1
OR 101B	Organ Primary	
PI 101B	Piano Primary	
VC 101B	Voice Primary	
VC 115	English & Italian Diction ¹	2
Choose one secondary from:		1
PI 103	Piano Secondary I	
VC 103	Voice Secondary	
TH 141	Musicianship I	4
LL 131	English Composition	3
Semester Credit Hours		15
Spring Semester		
CR 109	Chapel Choir	1
TH 101A	Composition Primary	2
Choose one primary from:		1
OR 101B	Organ Primary	
PI 101B	Piano Primary	
VC 101B	Voice Primary	
VC 116	French & German Diction ¹	2
Choose 1 secondary from:		1
PI 104	Piano Secondary II	
VC 203	Voice Secondary	
TH 142	Musicianship II	4
Lit/Phil Elective		3
Arts & Sciences Elective		3
Semester Credit Hours		17
Year 2		
Fall Semester		
CR 209	Schola Cantorum	1
TH 201A	Composition Primary	2
Choose one primary from:		1
OR 201B	Organ Primary	
PI 201B	Piano Primary	
VC 201B	Voice Primary	
Choose one secondary from:		1
PI 203	Piano Secondary III	
VC 203	Voice Secondary	
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
Theory Level I Elective		3
CR 215	Fundamentals of Conducting	3
Semester Credit Hours		18
Spring Semester		
CR 209	Schola Cantorum	1
TH 201A	Composition Primary	2

Choose one primary from:	1
OR 201B Organ Primary	
PI 201B Piano Primary	
VC 201B Voice Primary	
Choose one secondary from:	1
PI 207 Piano Secondary for Theory Comp Majors	
VC 203 Voice Secondary	
Additional Theory Level I elective	3
MH 248 Music Historiography II	3
Arts and Sciences Elective	3
Semester Credit Hours	14

Year 3**Fall Semester**

CR 509 Symphonic Choir	1
TH 301A Composition Primary	2
Choose one primary from:	1
OR 301B Organ Primary	
PI 301B Piano Primary	
VC 301B Voice Primary	
Theory Level II elective	3
MH 345 Music Since 1900	3
Social/Behavioral/Natural Science elective	3
TH 342 Contemporary Trends	3
Semester Credit Hours	16

Spring Semester

CR 509 Symphonic Choir	1
TH 301A Composition Primary	2
Choose one primary from:	1
OR 301B Organ Primary	
PI 301B Piano Primary	
VC 301B Voice Primary	
Additional Theory Level II elective	3
MH 433 Seminar in Music History	3
History elective	3
Arts & Sciences elective	3
Semester Credit Hours	16

Year 4**Fall Semester**

CR 509 Symphonic Choir	1
TH 401A Composition Primary	2
Choose one primary from:	1
OR 401B Organ Primary	
PI 401B Piano Primary	
VC 401B Voice Primary	
Additional Theory or MH elective	3
Foreign Language I	3
Arts & Sciences elective	3
Free elective	3
Applied Recital	
Semester Credit Hours	16

Spring Semester

CR 509 Symphonic Choir	1
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TH 480 Senior Project	3
Choose one primary from:	1
OR 401B Organ Primary	
PI 401B Piano Primary	
VC 401B Voice Primary	
Additional Theory or MH elective	3
Foreign Language II	3
Free elective	3
Composition recital	
Semester Credit Hours	14
Total Credit Hours for Graduation	126

¹ VC 115 and VC 116 are required for voice primary students only. Organ and piano primary students may substitute four additional credits of free electives for these courses.

Courses and Descriptions

MH 247 Music Historiography I 3 Credits

Historiography I begins by exploring similarities and differences between various music cultures around the world, and continues with an examination of selected genres of Western Art Music of the Medieval, Renaissance and Baroque periods. Basic information literacy skills, such as searching library catalogs, databases and reading academic articles also will be covered.

Prerequisite(s): LL 131.

MH 248 Music Historiography II 3 Credits

Examines Western Art Music since 1750 and includes a research assignment that builds upon the information literacy skills gained in MH 247.

Prerequisite(s): MH 247.

MH 345 Music Since 1900 3 Credits

Examines controversies and aesthetic movements in 20th and 21st century music. Emphasis is placed upon critical reading and writing skills.

Prerequisite(s): MH 248.

MH 433 Seminar in Music History 3 Credits

The contents of courses carrying this number will vary with the special interests and qualifications of the instructors teaching them. Possible topics include period courses, courses from a distinct perspective, composer courses and genre courses.

Prerequisite(s): MH 248.

MH 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

MH 608 Graduate Music History Review 3 Credits

Required for graduate students who are admitted with deficiencies in music history, as determined by the graduate placement test in music history. It is strongly recommended that this course be taken at the outset of graduate study.

MH 635 Public Musicology 3 Credits

A graduate-level introduction to the many ways musicology can engage with communities and events outside the academy. Topics include music criticism, oral history, museum education, archives, and cultural tourism.

Prerequisite(s): Graduate Standing; removal of all Music History deficiencies.

MH 690 Independent Research & Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

MH 733 Seminar in Music History 3 Credits

The content of the course will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Removal of all music history deficiencies, it is strongly recommended that MH 731 be taken prior to this course.

MH 734 Proseminar in Music USA 3 Credits

A graduate-level introduction to the scholarly study of music in the U.S. Readings will cover music in Colonial/Early America, Western art music, popular music, and music of various ethnic communities.

Prerequisite(s): Graduate standing; removal of all Music History deficiencies.

MH 750 Thesis I 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course in their first term of thesis research.

Prerequisite(s): Graduate standing, removal of all Music History deficiencies.

MH 751 Thesis II 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course beginning in their second term of thesis research.

Prerequisite(s): Graduate Standing, removal of all Music History deficiencies, MH 750.

TH 045 Introduction to Musicianship 4 Credits

Integration of the basic elements of music, scales, intervals, key signatures, triads and rhythmic notation with the practical skills of sight singing, rhythmic reading, keyboard harmony and dictation. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade; 0 credits toward graduation, counts as 4 credits in the semester load.

TH 101A Composition Primary 2 Credits**TH 101C Composition Elective 2 Credits****TH 101D Composition Elective 1 Credits****TH 101E Composition Primary 2 Credits****TH 101F Composition Primary 1 Credits****TH 141 Musicianship I 4 Credits**

This course assists students in learning and integrating aural, performance, analytical and composition skills involving diatonic melody and harmony. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade.

Prerequisite(s): TH 045 or passing a placement test.

TH 142 Musicianship II 4 Credits

A continuation of TH 141 involving chromatic melody and harmony with an introduction to binary and ternary form.

Prerequisite(s): minimum "C-" grade in TH 141.

TH 201A Composition Primary 2 Credits**TH 201E Composition Primary 2 Credits****TH 201F Composition Primary 1 Credits****TH 237 Composition Class 3 Credits**

Class instruction in original composition. May be taken as a level I elective.

Prerequisite(s): For non Theory/Composition majors only, minimum "C-" grade in TH 142.

TH 241 Musicianship III 4 Credits

A continuation of TH 142 with an introduction to larger musical forms and counterpoint.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 251 Analytical Studies I 3 Credits

An in-depth analytical study of a select body of tonal music to be determined by the instructor. The music, which will contain only the harmonic vocabulary and formal structures studied in TH 141 and TH 142, may vary each time the course is offered. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 253 Orchestration 3 Credits

A study of the orchestra and its individual instruments from the standpoints of the composer, arranger and conductor. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 255 Song Writing 3 Credits

Solo vocal composition in various styles. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 259 Electroacoustic Music 3 Credits

An introduction to the history and literature of electro-acoustic music emphasizing hands-on creative opportunities in sequencing and digital sound processing. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 301A Composition Primary 2 Credits**TH 301E Composition Primary 2 Credits****TH 301F Composition Primary 1 Credits****TH 342 Contemporary Trends 3 Credits**

An analytical study of the compositional techniques of the 20th and 21st centuries.

Prerequisite(s): TH 241.

TH 401A Composition Primary 2 Credits**TH 401E Composition Primary 2 Credits****TH 401F Composition Primary 1 Credits****TH 424 Choral/Instru Arranging 3 Credits**

Arranging for various ensembles of voices and instruments. May be taken as a level II theory elective.

Prerequisite(s): TH 241.

TH 431 Form and Analysis 3 Credits

Study of the compositional process as observed in selected examples of music literature, predominantly from the tonal repertoire. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 432 Contrapuntal Techniques 3 Credits

18th century counterpoint with an emphasis on analysis and writing of original compositions. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 433 Special Topics in Theory 3 Credits

The content of the course carrying this number will vary with the special interests and qualifications of the professor teaching it. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 452 Analytical Studies II 3 Credits

An in-depth analytical study of a select body of tonal music to be determined by the instructor. The music, which will contain a more advanced harmonic vocabulary and larger formal structures than the music studied in TH 251, may vary each time the course is offered. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 480 Senior Project 3 Credits

Independent study in theory or composition resulting in either a paper comparable to a substantial journal article or a composition in one of the larger forms.

Prerequisite(s): Five semesters of private composition study.

TH 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

TH 511 New Music Ensemble 1 Credits

This course provides an opportunity to perform new music, primarily works of fellow students. It will also provide instrumentalists an opportunity to develop their performance skills more fully.

TH 550 Keyboard Harmony 3 Credits

An intense exploration of and drill in musicianship-keyboard skills, including score reading, transposition, modulation, clef reading, figured bass realization, harmonizing melodies, improvising and lead sheet accompanying. Projects may include transposition of a number of songs (perhaps a complete set) into all keys, figured bass realization for a Bach cantata, improvisation of service music (prelude, offertory, interludes, chorale preludes, postlude), multiple re-harmonizations of hymns/chorales for a service and score reduction and performance of a movement of an orchestral work. May be taken as an undergraduate level II theory elective.

Prerequisite(s): Undergraduate, minimum "C-" grade in TH 241; Graduate, Removal of all theory deficiencies.

TH 608 Graduate Musicianship Review 4 Credits

Required for graduate students admitted with deficiencies in musicianship as determined by the graduate placement test in musicianship. This course assists students in learning and integrating aural, performance, analytical and composition skills. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade. It is strongly recommended that this course be taken at the outset of graduate study.

TH 622 Electroacoustic Music 3 Credits

Advanced opportunities for creative activities utilizing the resources of Westminster's Music Computing Center. Previous experience with sequencers and/or digital audio is expected.

Prerequisite(s): Removal of all music theory deficiencies.

TH 623 Seminar in Music Theory 3 Credits

The content of the course bearing this number will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Undergraduate, minimum "C-" grade in TH 241 and permission of instructor, or graduate student standing and removal of all music theory deficiencies.

TH 625 Composition 3 Credits

Class instruction in original composition. Projects and presentations.

Prerequisite(s): Graduate student standing and removal of all music theory deficiencies.

TH 645A Composition Primary 3 Credits**TH 645C Composition Elective 2 Credits****TH 645D Composition Elective 1 Credits****TH 645E Composition Primary 3 Credits****TH 645F Composition Primary 1 Credits****TH 655 Composition Project 3 Credits**

Graduate-level private study in composition culminating in a major composition in one of the larger forms.

Prerequisite(s): three semesters of TH 645.

TH 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

TH 726 Analysis 3 Credits

A study of the compositional process as observed in selected tonal works, using the analytical approach of Heinrich Schenker.

Prerequisite(s): Removal of all music theory deficiencies.

Bachelor of Music: Voice Performance

Program Overview

The voice performance program seeks to develop the musician by establishing a sound vocal technique and a thorough understanding of the singing voice, its literature and pedagogy. These tools are essential for the study and performance of vocal and choral literature and for training students as solo performers, professional teachers or choral conductors.

Students will build and demonstrate a healthy vocal technique, become acquainted with voice literature, and develop an understanding of the complex relationships between music and poetry. They will also learn how to sing with correct diction in English, Italian, French and German, as well as to understand both the general meaning and specific nuances of their sung texts.

As they progress in the program, students will integrate musicianship skills and use their increasing understanding of musical structure and form to communicate musically, with stylistic and textual understanding. Students will also build vocal and performance skills that equip them for the demands of solo and ensemble singing.

Curriculum Overview

Every undergraduate must satisfy departmental requirements for graduation. Juries and other tests are conducted periodically for the purpose of evaluating progress; details may be obtained from the Voice Department.

Instruction for voice performance majors entails private lessons, recitals, diction, voice literature, performance/opera classes and voice pedagogy. Weekly studio and performance classes offer regular performing opportunities. Two fully-staged operas, one with orchestra, are presented each year, along with an additional undergraduate-only opera offering. Private vocal coaching is available for upperclassmen and graduate students.

The curriculum has been revised for the class entering in the fall of 2015. Current students may continue to follow their original curriculum, or adopt the new curriculum.

Degree Offered

- B.M. in Voice Performance

Contact

Margaret Cusack

Erdman Hall 26
609- 921-7100, ext. 8253
mcusack@rider.edu

Program Website: www.rider.edu/voice (<http://www.rider.edu/voice>)

Associated Department: Voice Department

Related programs

- Sacred Music (p. 1109)

- Music Education (p. 1087)
- Theory/Composition (p. 1114)
- Musical Theater (p. 1034)
- Piano (p. 1104)
- Organ (p. 1101)

Faculty

Margaret Cusack (chair) • Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Christopher Arneson • Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

Susan S. Ashbaker • Adjunct Professor, Voice, 2006. B.M., M.M., Southern Illinois University; M.M., University of Illinois.

Lauren Athey-Janka • Adjunct Assistant Professor, Voice. B.M. Boston University, M.M., Westminster Choir College of Rider University.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Victoria Browsers • Adjunct Assistant Professor, Voice, 2017. B.M., Ohio Wesleyan University, M.M. Westminster Choir College of Rider University; D.M.A. State University of New York at Stony Brook.

Elem Eley • Professor, Voice, 1987. B.M., Baylor University; M.M., Southwestern Baptist Theological Seminary.

Rochelle Ellis • Adjunct Assistant Professor, Voice, 1995. B.M.E., University of Missouri, Kansas City; M.M.E., Westminster Choir College of Rider University.

Faith Esham • Adjunct Assistant Professor, Voice, 2000. B.A., Columbia Union College; B.M., M.M., The Juilliard School.

Harold Evans • Adjunct Assistant Professor, Voice, 2007. B.S., West Chester State College; M.M., Indiana University.

Thomas Faracco • Associate Professor, Voice. 1983. B.M., M.M., Westminster Choir College.

Theodora Hanslowe • Adjunct Assistant Professor, Voice, 2016. B.A. Cornell University, A.D. Peabody Conservatory.

Nancy Froyland Hoerl • Adjunct Assistant Professor, Voice, 1995. B.A., Moorhead State University; M.M., Westminster Choir College of Rider University.

Katherine Johnson • Adjunct Assistant Professor, Voice, 2006. B.M., University of Calgary; M.M., Manhattan School of Music.

Rachelle Jonck • Adjunct Associate Professor, Voice, 2007. B.M., University of Stellenbosch (South Africa)

Robin Massie • Adjunct Assistant Professor, Voice, 2008. B.M., Westminster Choir College; M.M., Yale University.

Sean McCarther • Associate Professor, Voice, 2012. B.M., Baylor University; M.M., D.M., Indiana University.

Mark Moliterno • Adjunct Associate Professor, Voice, 2005. B.M., M.M., Oberlin College Conservatory of Music.

Carolann Page • Adjunct Assistant Professor, Voice, 2008. B.M., Curtis Institute of Music.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Kathy Kessler Price • Associate Professor, Voice, 2012. B.A., University of Richmond; M.M., University of Maryland; Ph.D., University of Kansas, Lawrence.

Laura Brooks Rice • Professor, Voice, 1985. B.M., Georgia Southern College; M.M., Indiana University.

Debra Scurto-Davis • Adjunct Assistant Professor, Voice, 2004. B.M.E., Evangel College; M.M., Baylor University; S.M., University of Michigan.

Elizabeth Sutton • Adjunct Assistant Professor, Voice, 2005. B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati.

Sharon Sweet • Professor, Voice, 1999. B.S., Roberts Wesleyan College; M.M., Ithaca College.

Nova Thomas • Associate Professor, Voice, 2004. B.M., University of North Carolina, Chapel Hill; M.M., Indiana University.

Charles J. Walker • Adjunct Instructor, Voice, 1995. B.M., University of Delaware.

Sally Wolf • Adjunct Assistant Professor, Voice, 2001. B.M., Kent State University; Artist Diploma, Curtis Institute of Music.

Amy Zorn • Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Voice Performance Program Requirements

Learn more about General Undergraduate Requirements. (<http://catalog.rider.edu/westminster-choir-college/undergraduate-programs/general-requirements>)

Code	Title	Credits
Choirs and Conducting		
CR 109	Chapel Choir (2 terms)	2
CR 209	Schola Cantorum (2 terms)	2
CR 509	Symphonic Choir (4 terms)	4
CR 215	Fundamentals of Conducting	3
Applied Music and Diction		
VC 101A	Voice Primary (2 terms)	4
VC 201A	Voice Primary (2 terms)	4
VC 301A	Voice Primary (2 terms)	4
VC 401A	Voice Primary (2 terms)	4
Piano secondary (4 terms)		
VC 114	Introduction to Lyric Diction	2
VC 118	Italian Diction	2
VC 119	French Diction	2
VC 120	German Diction	2
Theory and Music History		
TH 141 & TH 142 & TH 241	Musicianship I and Musicianship II and Musicianship III	12
Theory level I elective		3
Theory level II elective		3
TH 342	Contemporary Trends	3
MH 247 & MH 248	Music Historiography I and Music Historiography II	6
MH 345	Music Since 1900	3
Music history elective		3
Professional Studies		
VC 191	Movement for the Performer	2
VC 291	The Singing Actor	2
VC 305 or VC 306	Singing in Italian and French Singing in German and English	2
VC 408	Voice Science	3
VC 433 & VC 434	Song Literature I and Song Literature II	4
VC 591	Performing in Lyric Theater	2
Select one of the following:		1-2
VC 592	Opera Workshop	
VC 593R	Opera Theater (Role)	
VC 593T	Opera Theater (Tech)	
VC 593E	Opera Theater (Ensemble)	
Arts and Sciences		
LL 131	English Composition	3
Select from:		3
LL 145	Italian I	
LL 146	Italian II	
LL 141	French I	
LL 142	French II	
LL 151	German I	
LL 152	German II	
OR		3
LL 145	Italian I	
LL 146	Italian II	
LL 141	French I	
LL 142	French II	
LL 243	French III	
LL 244	French IV	
OR		3
LL 145	Italian I	
LL 146	Italian II	
LL 151	German I	
LL 152	German II	
LL 253	German III	
LL 254	German IV	
OR		3
LL 145	Italian I	
LL 146	Italian II	
LL 247	Italian III	
LL 248	Italian IV	
Select from		
LL 141	French I	
LL 142	French II	
OR		3
LL 151	German I	
LL 152	German II	
Literature or philosophy elective		3
Social/behavioral/natural science elective		3
History elective		3
Arts & Sciences elective		3
Free Electives		3
Total Credits		121-122
Notes		
¹ Students must complete six semesters of foreign language study. Students must complete Italian I and II. They must complete additional semesters of either French or German. Semesters five and six may be of a third language (French or German) or additional semesters of Italian, French or German. If students are exempted from one or more semesters of foreign language study, they must replace the missing course credits with other Arts and Sciences electives.		

² Attendance at weekly studio classes is required during all semesters of applied study.

³ A half recital must be presented in the junior year. A full recital must be presented in the senior year.

Academic Plan of Study

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
VC 101A	Voice Primary	2
CR 109	Chapel Choir	1
PI 103	Piano Secondary I	1
VC 114	Introduction to Lyric Diction	2
TH 141	Musicianship I	4
LL 131	English Composition	3
LL 145	Italian I	3
Semester Credit Hours		16
Spring Semester		
VC 101A	Voice Primary	2
CR 109	Chapel Choir	1
PI 104	Piano Secondary II	1
VC 118	Italian Diction	2
TH 142	Musicianship II	4
VC 191	Movement for the Performer	2
LL 146	Italian II	3
Literature or Philosophy Elective		3
Semester Credit Hours		18
Year 2		
Fall Semester		
VC 201A	Voice Primary	2
CR 209	Schola Cantorum	1
PI 203	Piano Secondary III	1
TH 241	Musicianship III	4
MH 247	Music Historiography I	3
LL 141	French I	3
or LL 151	or German I	
VC 291	The Singing Actor	2
Semester Credit Hours		16
Spring Semester		
CR 209	Schola Cantorum	1
VC 201A	Voice Primary	2
PI 205	Piano Secondary VCPER	1
VC 119	French Diction	2
or VC 120	or German Diction	
TH 251	Analytical Studies I	3
MH 248	Music Historiography II	3

LL 142	French II	3
or LL 152	or German II	
Semester Credit Hours		15

Year 3

Fall Semester

VC 301A	Voice Primary	2
CR 509	Symphonic Choir	1
CR 215	Fundamentals of Conducting	3
TH 452	Analytical Studies II	3
MH 345	Music Since 1900	3
LL 151	German I	3
or LL 141	or French I	
VC 591	Performing in Lyric Theater	2
Semester Credit Hours		17

Spring Semester

VC 301A	Voice Primary	2
CR 509	Symphonic Choir	1
MH 433	Seminar in Music History	3
VC 408	Voice Science	3
VC 120	German Diction	2
or VC 119	or French Diction	
TH 342	Contemporary Trends	3
LL 152	German II	3
or LL 142	or French II	

Junior Recital		
Semester Credit Hours		17

Year 4

Fall Semester

VC 401A	Voice Primary	2
CR 509	Symphonic Choir	1
VC 433	Song Literature I	2
VC 305	Singing in Italian and French	2
or VC 306	or Singing in German and English	
Social/Behavioral/Natural Science		3
Arts and Sciences elective		3
Free Electives		3
Semester Credit Hours		16

Spring Semester

VC 401A	Voice Primary	2
CR 509	Symphonic Choir	1
VC 434	Song Literature II	2
History Elective		3

Senior Recital		
Choose one of the following:		1-2
VC 592	Opera Workshop	
VC 593E	Opera Theater (Ensemble)	
VC 593R	Opera Theater (Role)	
VC 593T	Opera Theater (Tech)	
Semester Credit Hours		9-10

Total Credit Hours for Graduation		124-125
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Courses and Descriptions

VC 001S Applied Voice Studio 0 Credits

VC 101A Voice Primary 2 Credits

VC 101B Voice Primary 1 Credits

VC 101C Voice Elective 2 Credits

VC 101D Voice Elective 1 Credits

VC 101E Voice Primary 2 Credits

VC 101F Voice Primary 1 Credits

VC 101G Voice Primary 2 Credits

VC 103 Voice Secondary 1 Credits

VC 114 Introduction to Lyric Diction 2 Credits

Introduction to the International Phonetic Alphabet (IPA) and the sounds of all major sung languages through oral and written drill. Open to Voice Performance majors only.

VC 115 English & Italian Diction 2 Credits

Introduction to the rules of singing English and Italian through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

VC 116 French & German Diction 2 Credits

Introduction to the rules of singing French and German through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

Prerequisite(s): VC 115.

VC 118 Italian Diction 2 Credits

Introduction to the rules for singing Italian through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 119 French Diction 2 Credits

Introduction to the rules for singing French through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 120 German Diction 2 Credits

Introduction to the rules for singing German through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 191 Movement for the Performer 2 Credits

Movement exercises and etudes help students develop proper alignment, physical freedom, unification of voice, breath, and body, and help them explore the body as an expressive instrument.

VC 201A Voice Primary 2 Credits

VC 201B Voice Primary 1 Credits

VC 201C Voice Primary 2 Credits

VC 201E Voice Primary 2 Credits

VC 201F Voice Primary 1 Credits

VC 201G Voice Primary 2 Credits

VC 203 Voice Secondary 1 Credits

VC 291 The Singing Actor 2 Credits

The introduction to vocal performance entails coaching of selected songs, arias or repertoire from music theater and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

Prerequisite(s): successful completion of Level I voice jury.

VC 301A Voice Primary 2 Credits

VC 301B Voice Primary 1 Credits

VC 301E Voice Primary 2 Credits

VC 301F Voice Primary 1 Credits

VC 301G Voice Primary 2 Credits

VC 305 Singing in Italian and French 2 Credits

Master class and private coaching in vocal performance of Italian and French language song, recitative and opera arias. The class will focus on pronunciation, inflection and nuances of sung Italian and French.

Prerequisite(s): Successful completion of Level I jury; VC 118, VC 119.

VC 306 Singing in German and English 2 Credits

Master class and private coaching in vocal performance of German and English language song, recitative and opera arias. The class will focus on pronunciation, inflection and nuances of sung German and English.

Prerequisite(s): Successful completion of Level I Jury; VC 120.

VC 401A Voice Primary 2 Credits

VC 401B Voice Primary 1 Credits

VC 401E Voice Primary 2 Credits

VC 401F Voice Primary 1 Credits

VC 401G Voice Primary 2 Credits

VC 408 Voice Science 3 Credits

Study of the physics and physiology of voice production. Musical and vocal acoustics are explored using the facilities of the Westminster Voice Laboratory. Anatomic and physiologic underpinnings of respiration, phonation, articulation, registration and hearing are explored in depth.

VC 433 Song Literature I 2 Credits

A survey of solo literature for voice and accompanying instrument including solo vocal music of the Baroque period and German lieder.

Prerequisite(s): MH 248.

VC 434 Song Literature II 2 Credits

A survey of solo literature for voice and accompanying instrument including French mélodie, songs by nationalist composers, English and American song.

Prerequisite(s): MH 248.

VC 457 Private Coaching 2 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 457 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 458 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 458 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 457 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 458 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 467 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 467 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 468 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 468 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 467 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 468 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

VC 591 Performing in Lyric Theater 2 Credits

Performing in Lyric Theater offers techniques for the preparation of lyric roles in a theatrical setting. It will develop elements of stagecraft, systematize a process for preparations and exploration, and introduce the working relationship with director and conductor.

Prerequisite(s): Undergraduates, VC 291 and the successful completion of Level II jury, or permission of the Chair.

VC 592 Opera Workshop 2 Credits

Introduction to opera performance. Acting exercises, character development, dramatic exploration and musical coaching culminating in a workshop-format presentation. It is recommended that VC 491 or 691 be taken before this course. This course may be repeated for credit.

Prerequisite(s): Undergraduates, successful completion of the level II voice test or permission of the chair.

VC 593 Opera Theater 2 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593E Opera Theater (Ensemble) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593N Opera Theater (Opera NJ) 1 Credits**VC 593R Opera Theater (Role) 2 Credits**

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593T Opera Theater (Tech) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions, and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity.

VC 627 Opera Literature I 3 Credits

Study of the development of opera from 1600 through the Napoleonic era (ca. 1815), with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 628 Opera Literature II 3 Credits

Study of the development of opera from the early 19th century to the present, with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 633 Seminar in Opera Literature 3 Credits

An intensive study of an area of opera literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the works of a selected composer or of a specific genre of opera.

VC 635 Seminar in Song Literature 3 Credits

An intensive study of some area of art song history and literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the selected repertoire.

VC 641A Voice Primary 2 Credits**VC 641B Voice Primary 1 Credits****VC 641C Voice Elective 2 Credits****VC 641D Voice Elective 1 Credits****VC 641E Voice Primary 2 Credits****VC 641F Voice Primary 1 Credits****VC 650 Pedagogy Capstone 1 Credits**

Independent research leading to a completed capstone project, such as a pedagogical publication or presentation, development of an original or unique method of instruction, instructional materials, etc. The project must be approved by the department.

VC 655A Voice Primary 2 Credits**VC 655B Voice Primary 1 Credits****VC 655E Voice Primary 2 Credits****VC 655F Voice Primary 1 Credits****VC 657 Private Coaching 2 Credits**

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 658 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 661 German Lieder 3 Credits

This survey of the German Lieder begins with its roots in the 17th and 18th centuries and continues into the 20th century. Classes will involve study of Romanticism, including philosophers and poets of the 18th and 19th centuries who were important for German Lieder. The bulk of the class involves in-depth study of the Lieder of the important composers of the genre: Haydn, Mozart, Schubert, Robert and Clara Schumann, Mendelssohn, Liszt, Brahms, Wolf, Strauss, Mahler, Schoenberg, Berg, and Webern. Class sessions will involve a balance of lecture, discussion, and student performance.

VC 662 French Melodie 3 Credits

This course is designed as a survey of the song literature of France. Students examine works for voice and piano/instruments by Berlioz, Gounod, Saint-Saëns, Bizet, Faure, Duparc, Chausson, Debussy, Ravel, Messaien, Milhaud, Poulenc, and others, analyzing their relationship to larger stylistic, social, and musicological trends. Investigation will include matters of prosody, scansion, and compositional organization, with particular attention given to matters of text setting and poetic treatment. Special emphasis will be placed on important French language poets whose literary works serve as the basis for this material. Poets will include Baudelaire, Verlaine, Hugo, Rimbaud, Mallarmé, LaFontaine, Maeterlinck, and others. Poetic history and form will be covered as well as important composer/poet partnerships. Class sessions will involve a balance of lecture and discussion. Works by both well-known and lesser-known composers will be included.

VC 667 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 668 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

VC 705 Grad Voice Rep:Italian/French 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 706 Grad Voice Rep:German/English 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)

Prerequisite(s): VC 723, VC 724.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 724 Voice Ped II: Methods 3 Credits

A comparative study of various pedagogical methods and ideals. A wide range of important historical and contemporary pedagogy treatises is reviewed. Students explore exercises and vocalises for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student.

Prerequisite(s): VC 723.

VC 725 Voice Ped III: Teaching Practicum 3 Credits

Communication skills are explored and students develop a systematic approach to studio voice instruction. Each student is assigned at least two voice students (one adult and one teenager) to be taught both inside and outside of class. Emphasis is placed on becoming familiar with all voice classifications and basic vocal literature.

Prerequisite(s): VC 723.

VC 726 Voice Research 3 Credits

Peer reviewed research in voice is evaluated and research methodologies are explored. Class projects include research in historical, qualitative, quantitative, and mixed methods approaches.

VC 730 The Singing Actor: Opera 3 Credits

This course entails coaching of selected songs, arias or repertoire from music theater, and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

VC 731 Opera Auditions: Prep & Tech 2 Credits

This class will explore the many facets of preparing an audition for an opera role, apprentice program, or competition. At least three to four arias in contrasting styles and languages should be prepared for work in class. Areas to be addressed include vocal and dramatic presentation, networking, resume building, make-up, and photo advice. In coordination with the Office of Career Services, panel discussions with invited guests that will explore specific career-related topics will be scheduled.

Prerequisite(s): permission of the applied instructor.

VC 740 Seminar in Music Theater Pedagogy 3 Credits

Comprehensive study of various pedagogical approaches to teaching Music Theater singing techniques. Students explore exercises and vocalizes for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments, and other written assignments.

Prerequisite(s): VC 723.

VC 741 Music Theater Literature I 3 Credits

Survey and analysis of Music Theater literature from its roots in Tin Pan Alley through Kander and Ebb. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 742 Music Theater Literature II 3 Credits

Survey and analysis of Music Theater Literature from Sondheim to the present. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The class will also discuss the integration of pop/rock and other contemporary substyles within the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 753 Spec Topics in Voice Perf Prac 3 Credits

Intensive performance coaching and lectures in the form of master classes where performance practice in selected topics will be taught by current faculty or distinguished alumni and specialists in their fields.

Prerequisite(s): permission of the applied instructor.

VC 791 Teaching Internship 2 Credits

Teaching internship with a master teacher(s). The student will teach under faculty observation and supervision, including follow-up private discussion with the observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. May be offered on an intensive basis in conjunction with Westminster Summer Session events, such as The High School Solo Vocal Artist and/or Vocal Institute.

Graduate Programs

Program	Degree
American and Public Musicology (p. 1125)	✓
Choral Conducting (p. 1127)	✓
Composition (p. 1129)	✓
Music Education - M.M. (p. 1132)	✓
Music Education - M.M.E. (p. 1136)	✓
Music Education - M.M.E. - Choral Emphasis (p. 1138)	✓
Organ Performance (p. 1140)	✓
Piano Accompanying and Coaching (p. 1142)	✓
Piano Pedagogy and Performance (p. 1144)	✓
Piano Performance (p. 1147)	✓
Sacred Music (p. 1149)	✓
Sacred Music - Practical Pedagogy Track (Online) (p. 1152)	✓
Voice Pedagogy and Performance - Pedagogy Emphasis (p. 1154)	✓
Voice Pedagogy and Performance - Performance Emphasis (p. 1157)	✓
Voice Pedagogy - Classical Track (p. 1161)	✓
Voice Pedagogy - Music Theatre Track (p. 1163)	✓

American and Public Musicology

Program Overview

Westminster Choir College's master of music program in American and public musicology focuses on preparing students for careers inside and outside of academia. As the first graduate program in North America to require coursework in public musicology, Westminster's program looks beyond traditional music history and research to consider musicology as a practice in civic engagement.

This degree prepares students for doctoral studies in musicology, ethnomusicology and music theory. It also prepares students for careers as entrepreneurial performers, arts administrators or writers, or for positions with arts foundations, historical societies, performing arts centers, education departments or museums.

Curriculum Overview

Students in the American and public musicology program study with many of the best-known names in music, as well as with education directors at performing arts centers and museums, digital archivists, music journalists, oral historians and musicologists involved in K-12 education. They will develop research skills associated with a typical musicology degree while also exploring American music and the cultural relevance and influence of music.

Students work closely with world-renowned faculty who are accessible and involved in the learning process. They learn and collaborate with the nation's best public musicologists and experts in American music, and build their resume while performing in Westminster Choir College's acclaimed Symphonic Choir.

Degrees Offered

- M.M. in American and public musicology

Contact

Sharon Mirchandani, Ph.D.

Professor and Chair of Music Composition, History and Theory
 Williamson Hall 44
 609-921-7100, ext. 8313
 smirchandani@rider.edu

Program Website: Westminster Choir College (<http://www.rider.edu/wcc/academics/graduate-programs/american-and-public-musicology>)
Associated Department: Music Composition, History and Theory (<http://www.rider.edu/wcc/undergraduate-programs/theory-and-composition>)

Related Programs

- Music Education (p. 1132)
- Choral Conducting (p. 1127)

Faculty

Sharon Mirchandani (chair) • Professor, Music History, 1997. B.M., Bowling Green State University; M.M., Temple University; Ph.D., Rutgers University.
Christian Carey • Associate Professor, Theory, 2004. B.M., Juilliard; M.M., Boston University; Ph.D., Rutgers University.
Charles Frantz • Adjunct Associate Professor, Theory/Music History, 2000. B.M., M.M., Temple University; Ph.D., Rutgers University.
R. Douglas Helvering • Adjunct Associate Professor, Theory, 2009. B.M., University of Nebraska; M.M., Westminster Choir College; D.M.A., University of Kansas.
Ronald A. Hemmel • Professor, Theory, and Director, Music Computing Center, 1994. B.M., Westminster Choir College; M.M., James Madison University; M.Phil., Ph.D., Rutgers University.
Eric Hung • Associate Professor, Music History, 2004. A.R.C.T., Royal Conservatory of Music; B.A., Wesleyan University; Ph.D., Stanford University.
Jay Kawarsky • Professor, Theory, 1989. B.M.E., Iowa State University; M.M., D.M., Northwestern University.
Anthony Kosar • Professor, Theory, 1984. B.M., West Liberty State College; M.M., Southern Illinois University; Ph.D., The Ohio State University.
Carmen Mateiescu • Adjunct Assistant Professor, Theory/Music History, 2007. B.M., M.M., University of Music (Bucharest); Ph.D., Rutgers University.
Joel Phillips • Professor, Theory, 1985. M.M., Eastman School of Music, University of Rochester; B.M., D.M.A., University of Alabama.
Stefan Young • Professor, Theory, 1979. B.M., Rollins College; M.M., The Juilliard School; Ph.D., Rutgers University.

American and Public Musicology Program Requirements

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
MH 635	Public Musicology	3
MH 734	Proseminar in Music USA	3
MH 750	Thesis I	3
MH 751	Thesis II	3
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 course)		3
Core elective (1 course) ¹		3

Electives	
Graduate elective on an American topic	3
Free electives ²	7
Total Credits	33

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student’s major area, area of emphasis, and/or area of applied study.
- ² Suggested electives include CR 524, CR 710, CR 681, CR 624, ME 540, ME 591.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
MH 734	Proseminar in Music USA	3
Free Elective		3
Semester Credit Hours		10
Spring Semester		
CR 509	Symphonic Choir	1
MH 635	Public Musicology	3
Theory or Music History graduate elective		3
Semester Credit Hours		7
Year 2		
Fall Semester		
MH 750	Thesis I	3
Graduate Core elective		3
Graduate Elective on an American Topic		3
Semester Credit Hours		9
Spring Semester		
MH 751	Thesis II	3
Free elective		3
Free elective		1
Semester Credit Hours		7
Total Credit Hours for Graduation		33

CR 509 Symphonic Choir 1 Credits
 A large mixed chorus comprised of students above the lower division, including graduate students from all disciplines. The ensemble regularly performs in the region and focuses on the major choral/orchestral repertoire along with a wide variety of repertoire for large mixed chorus. Placement hearing required.

MH 635 Public Musicology 3 Credits
 A graduate-level introduction to the many ways musicology can engage with communities and events outside the academy. Topics include music criticism, oral history, museum education, archives, and cultural tourism.

Prerequisite(s): Graduate Standing; removal of all Music History deficiencies.

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

MH 733 Seminar in Music History 3 Credits

The content of the course will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Removal of all music history deficiencies, it is strongly recommended that MH 731 be taken prior to this course.

MH 734 Proseminar in Music USA 3 Credits

A graduate-level introduction to the scholarly study of music in the U.S. Readings will cover music in Colonial/Early America, Western art music, popular music, and music of various ethnic communities.

Prerequisite(s): Graduate standing; removal of all Music History deficiencies.

MH 750 Thesis I 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course in their first term of thesis research.

Prerequisite(s): Graduate standing, removal of all Music History deficiencies.

MH 751 Thesis II 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course beginning in their second term of thesis research.

Prerequisite(s): Graduate Standing, removal of all Music History deficiencies, MH 750.

Master of Music: Choral Conducting

Program Overview

The graduate conducting program trains conductors to be creative, thoughtful, and technically proficient musicians. Students are admitted by audition. Opportunities for choral performance on a professional level are unparalleled.

Curriculum Overview

Graduate conductors take a core curriculum of research, literature, conducting, pedagogy, and ensemble. One year of choral literature is followed by elective courses in performance practice, seminars in choral literature, analysis, vocal pedagogy and related topics. The conducting sequence includes two semesters of choral conducting courses followed by two semester of applied study. Students conduct a series of four to five recitals culminating in a major recital project with one of Westminster Choir College's core ensembles.

Ensemble singing is a key element of the curriculum. Students sing in a range of large and small ensembles. Learning repertoire through performance is a key tenet of Westminster Choir College. Please see our department webpage (link) for additional information.

Degrees Offered

- M.M. in Choral Conducting

Contact

Dr. Amanda Quist, D.M.A.

Associate Professor and Chair of Conducting, Organ and Sacred Music
Williamson Hall 43

609-921-7100, ext. 8244

aquist@rider.edu

Program Website: Choral Conducting (<http://www.rider.edu/wcc/graduate-programs/choral-conducting>)

Associated Department: Department of Conducting, Organ and Sacred Music

Related Programs

- Music Education (<http://www.rider.edu/wcc/undergraduate-programs/music-education>)
- American and Public Musicology (<http://www.rider.edu/wcc/academics/graduate-programs/american-and-public-musicology>)
- Sacred Music (<http://www.rider.edu/wcc/undergraduate-programs/sacred-music>)
- Organ (<http://www.rider.edu/wcc/undergraduate-programs/organ-performance>)

Faculty

Amanda Quist • Associate Professor, Conducting, Chairperson, 2010.

B.M., Western Michigan University; M.M., Western Michigan University; D.M.A., University of North Texas.

Ryan Brandau • Adjunct Assistant Professor, Conducting, 2012. A.B., Princeton University; M.Ph., University of Cambridge; M.M., D.M.A., Yale University.

Vinroy Brown • Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.

James Jordan • Professor, Conducting, 1991. B.M., Susquehanna University; M.M., Ph.D., Temple University.

Joe Miller • Professor, Conducting, Director of Choral Activities, 2006. B.S., University of Tennessee; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati.

Master of Music: Choral Conducting Program Requirements

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
CR 621 & CR 622	Choral Conducting I and Choral Conducting II	6
CR 641 B	Conducting Primary (2 terms)	2
CR 627 & CR 628	Choral Literature I and Choral Literature II	6
CR 607	Conducting Performance	1
CR 517	Master Singers (4 terms)	4
CR 720	Graduate Conducting Forum (2 terms)	2
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 course)		3
Core elective (1 course) ²		3
Electives		

Free electives ³	4
Total Credits	36

- ¹ Students must demonstrate a reading knowledge of French or German equivalent to two years of college study of one of these two languages.
- ² The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.
- ³ Suggested electives include CR 524, CR 710, CR 681, CR 624, ME 540, ME 591, SM 621.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 509	Symphonic Choir	1
CR 517	Master Singers	1
CR 621	Choral Conducting I	3
CR 627	Choral Literature I	3
MH 731	Intro to Musicology	3
Semester Credit Hours		11
Spring Semester		
CR 509	Symphonic Choir	1
CR 517	Master Singers	1
CR 622	Choral Conducting II	3
CR 628	Choral Literature II	3
CR 720	Graduate Conducting Forum	1
Semester Credit Hours		9
Year 2		
Fall Semester		
CR 517	Master Singers	1
CR 641B	Conducting Primary	1
Theory or Music History elective		3
Core elective		3
Free elective		1
Semester Credit Hours		9
Spring Semester		
CR 517	Master Singers	1
CR 641B	Conducting Primary	1
CR 607	Conducting Performance	1
CR 720	Graduate Conducting Forum	1
Free elective		3
Semester Credit Hours		7
Total Credit Hours for Graduation		36

Courses and Descriptions

CR 505 Advanced Conducting 3 Credits

A continuation of the conducting studies begun in CR 215 and CR 315, this course aims to be more student-centered, following the process from repertoire planning to the final performance. Intensive score preparation, advanced rehearsal techniques, performance practice and baton technique.

Prerequisite(s): CR 315.

CR 509 Symphonic Choir 1 Credits

A large mixed chorus comprised of students above the lower division, including graduate students from all disciplines. The ensemble regularly performs in the region and focuses on the major choral/orchestral repertoire along with a wide variety of repertoire for large mixed chorus. Placement hearing required.

SM 509 Jubilee Singers 1 Credits

This auditioned ensemble is devoted to the performance of sacred music from the African-American tradition.

CR 511 Westminster Choir 1 Credits

A highly select ensemble that performs and records a wide variety of choral repertoire, the Westminster Choir regularly tours nationally and internationally, and aspires to the highest professional standards. Members are selected by audition from all Westminster students above the freshman level. The requirements for selection include good academic standing, strong musicianship, and superior vocal talent. Auditions are held in the fall semester and students participate for the academic year.

CR 513 Williamson Voices 1 Credits

A chamber choir with a unique mission that combines performance and outreach education. Repertoire is chosen from a broad spectrum of literature, including world music and contemporary choral works. Auditions are held in the fall semester and students participate for the academic year.

CR 515 Westminster Kantorei 1 Credits

An early music vocal chamber ensemble specializing in music before 1750, with occasional forays into more contemporary repertoire. [Although the ensemble will generally consist of around 16 singers, the exact make-up of the ensemble will vary from semester to semester, depending on the works to be studied and performed.] Repertoire will include works for vocal ensemble and works featuring significant solo work. The entire ensemble will rehearse three hours per week. Keyboardists may audition for the ensemble. Auditions are held in the fall semester and students participate for the academic year.

CR 517 Master Singers 1 Credits

A mixed ensemble serving as the choir for Graduate Conducting, Sacred Music and Music Education majors. Repertoire consists of a wide variety of choral works drawn from all style periods, works appropriate for use in churches and in schools at the secondary and post-secondary levels. Four semesters are required for all graduate Choral Conducting majors. Two semesters are required for Sacred Music majors, and those Music Education majors who have selected conducting as their performance field. This ensemble is non-auditioned and open to all students.

SM 519 Concert Handbell Choir I 1 Credits

A choir selected by audition from the most experienced and capable bell ringers among the student body at large. This ensemble utilizes advanced repertoire and techniques, aiming primarily at presenting concerts both on and off campus, including a two-week annual tour.

CR 524 Vocal Techniques for Choirs 3 Credits

Study of vocal techniques appropriate for use in choral rehearsals and for teaching class voice. Techniques for effecting change in group vocal productions are discussed, including such topics as the identification of group vocal problems and mental and physical preparation of a group for good vocal production. Techniques to be developed include (1) how to communicate information about vocal technique to amateur singers, (2) exercises used to develop choral sound by improving diction, dynamics, legato, staccato, martellato, high and low registers, resonance, vowel modification, etc., (3) how to train singers to use a vocal production specifically appropriate to the repertoire of various style periods and the demands of individual composers, and (4) conducting methods for good choral and vocal training. Recommended both for conducting majors and for students in other major programs, including those for whom the voice is not the primary performance medium.

CR 607 Conducting Performance 1 Credits

Graduate Conducting, Sacred Music and Music Education students (with a conducting concentration) enroll for Conducting Performance in the semester of their recital or major conducting project.

CR 621 Choral Conducting I 3 Credits

A study of conducting to develop technique through facial expression, breathing, alignment and gesture. Emphasis is placed on developing and refining a process of score study. This course will assist conductors in evaluating their conducting and preparing them to make conducting decisions based upon score study.

CR 622 Choral Conducting II 3 Credits

In addition to building on the conducting skills taught in Conducting I, this course will focus upon acquisition of a broad range of rehearsal methods and techniques and gaining a comprehensive knowledge of choral ensemble warm-up philosophies, methods and techniques. Conductors will continue to study various approaches to score analysis that aid in preparation for rehearsal. Participants in the course will be required to submit a comprehensive case study which focuses on rehearsal technique and rehearsal procedures.

Prerequisite(s): CR 621.

CR 624 Conducting Skills 3 Credits**CR 628 Choral Literature II 3 Credits**

A study of selected major choral works, involving analytical and stylistic study. Oral reports by class members on assigned topics.

CR 641B Conducting Primary 1 Credits**CR 641D Conducting Primary (Elective) 1 Credits****CR 641F Conducting Primary 1 Credits****CR 681 Baroque Performance Practice 3 Credits**

A practical and theoretical study of issues of Baroque performance practice, including tempo, phrasing and articulation, ornamentation, rhythmic alternation, qualities of sound, continuo practice, influence of dance, affect and national idioms. Primary source materials will serve as the basic core of readings for the course, supplemented and supported by recordings and contemporary resources. In the later half of the semester, students will perform in a series of master classes.

Prerequisite(s): for undergraduates MH 248, TH 241.

CR 690 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

CR 710 Seminar in Choral Literature 3 Credits

An intensive study of a specific area of choral history and literature. The content of this course will vary from semester to semester with the special interests and qualifications of the professor teaching it. Emphasis is placed upon in-depth study of the selected repertoire. May be repeated for credit.

Prerequisite(s): undergraduate must have Permission of Instructor.

CR 720 Graduate Conducting Forum 1 Credits

A conducting seminar that focuses on the synthesis of gesture, score study and pedagogy. Select repertoire and research materials will be conducted, analyzed and discussed. Focus will be given to orals preparation and current choral conducting issues. This course may be repeated for credit.

Master of Music: Composition

Program Overview

Rider's program in composition, music history and theory aims to develop the aural skills needed by all musicians, to provide the necessary theoretical knowledge for the continuing study and performance of music, to develop analytical and esthetic understanding of music forms and styles, and to foster the creative impulse in music.

Curriculum Overview

Composition majors are expected to write works for soloists, for chamber ensembles, and for large wind or orchestral ensembles. The department welcomes diversity of compositional styles and esthetic viewpoints and encourages exploration on the part of its students. The program culminates with a recital of original music written while a student is enrolled at Westminster.

Elective courses provide students with opportunities to apply their skills to specific areas of inquiry after satisfying specific prerequisites.

Westminster maintains a music computing facility in which students can compose, orchestrate, and print their compositions in publishable quality using computers interfaced with sampler/synthesizers as well as sequencing and music printing software.

Degrees Offered

- M.M. in Composition

Contact

Sharon Mirchandani, Ph.D.

Professor and Chair of Music Composition, History, and Theory
Williamson Hall 44
609-921-7100, ext. 8313
smirchandani@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Music Composition, History and Theory

Related Programs

- Music Education - M.M. (p. 1132)
- Music Education - M.M.E. (p. 1136)
- Music Education - M.M.E. - Choral Emphasis (p. 1138)
- Choral Conducting (p. 1127)

Faculty

Sharon Mirchandani (chair) • Professor, Music History, 1997. B.M., Bowling Green State University; M.M., Temple University; Ph.D., Rutgers University.

Christian Carey • Associate Professor, Theory, 2004. B.M., Juilliard; M.M., Boston University; Ph.D., Rutgers University.

Charles Frantz • Adjunct Associate Professor, Theory/Music History, 2000. B.M., M.M., Temple University; Ph.D., Rutgers University.

R. Douglas Helvering • Adjunct Associate Professor, Theory, 2009. B.M., University of Nebraska; M.M., Westminster Choir College; D.M.A., University of Kansas.

Ronald A. Hemmel • Professor, Theory, and Director, Music Computing Center, 1994. B.M., Westminster Choir College; M.M., James Madison University; M.Phil., Ph.D., Rutgers University.

Eric Hung • Associate Professor, Music History, 2004. A.R.C.T., Royal Conservatory of Music; B.A., Wesleyan University; Ph.D., Stanford University.

Jay Kawarsky • Professor, Theory, 1989. B.M.E., Iowa State University; M.M., D.M., Northwestern University.

Anthony Kosar • Professor, Theory, 1984. B.M., West Liberty State College; M.M., Southern Illinois University; Ph.D., The Ohio State University.

Carmen Mateiescu • Adjunct Assistant Professor, Theory/Music History, 2007. B.M., M.M., University of Music (Bucharest); Ph.D., Rutgers University.

Joel Phillips • Professor, Theory, 1985. M.M., Eastman School of Music, University of Rochester; B.M., D.M.A., University of Alabama.

Stefan Young • Professor, Theory, 1979. B.M., Rollins College; M.M., The Juilliard School; Ph.D., Rutgers University.

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
TH 645A	Composition Primary (3 terms)	9
TH 655	Composition Project	3
Select three of the following:		9
TH 550	Keyboard Harmony	
TH 622	Electroacoustic Music	
TH 623	Seminar in Music Theory	
TH 726	Analysis	
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 graduate level course)		3
Core elective (1 course) ¹		3
Electives		
Free electives		6
Total Credits		38

Notes

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student’s major area, area of emphasis, and/or area of applied study.
- ² Following authorization from the department, composition majors must present a public recital of original works written while enrolled as a graduate student at Westminster Choir College.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 509	Symphonic Choir	1
TH 645A	Composition Primary	3
MH 731	Intro to Musicology	3
Select 1 of the following:		3
TH 550	Keyboard Harmony	
TH 622	Electroacoustic Music	
TH 623	Seminar in Music Theory	
TH 726	Analysis	
Semester Credit Hours		10
Spring Semester		
CR 509	Symphonic Choir	1
TH 645A	Composition Primary	3
Theory or Music History Elective (graduate)		3
Free elective (graduate)		3
Semester Credit Hours		10
Year 2		
Fall Semester		
TH 645A	Composition Primary	3
Core Elective		3
Select 1 of the following:		3
TH 550	Keyboard Harmony	
TH 622	Electroacoustic Music	
TH 623	Seminar in Music Theory	
TH 726	Analysis	
Semester Credit Hours		9
Spring Semester		
TH 655	Composition Project	3
Free Elective		3
Choose 1 from the following:		3
TH 550	Keyboard Harmony	
TH 622	Electroacoustic Music	
TH 623	Seminar in Music Theory	
TH 726	Analysis	
Semester Credit Hours		9
Total Credit Hours for Graduation		38

Courses and Descriptions

MH 608 Graduate Music History Review 3 Credits

Required for graduate students who are admitted with deficiencies in music history, as determined by the graduate placement test in music history. It is strongly recommended that this course be taken at the outset of graduate study.

MH 635 Public Musicology 3 Credits

A graduate-level introduction to the many ways musicology can engage with communities and events outside the academy. Topics include music criticism, oral history, museum education, archives, and cultural tourism.

Prerequisite(s): Graduate Standing; removal of all Music History deficiencies.

MH 690 Independent Research & Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

MH 733 Seminar in Music History 3 Credits

The content of the course will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Removal of all music history deficiencies, it is strongly recommended that MH 731 be taken prior to this course.

MH 734 Proseminar in Music USA 3 Credits

A graduate-level introduction to the scholarly study of music in the U.S. Readings will cover music in Colonial/Early America, Western art music, popular music, and music of various ethnic communities.

Prerequisite(s): Graduate standing; removal of all Music History deficiencies.

MH 750 Thesis I 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course in their first term of thesis research.

Prerequisite(s): Graduate standing, removal of all Music History deficiencies.

MH 751 Thesis II 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course beginning in their second term of thesis research.

Prerequisite(s): Graduate Standing, removal of all Music History deficiencies, MH 750.

TH 511 New Music Ensemble 1 Credits

This course provides an opportunity to perform new music, primarily works of fellow students. It will also provide instrumentalists an opportunity to develop their performance skills more fully.

TH 550 Keyboard Harmony 3 Credits

An intense exploration of and drill in musicianship-keyboard skills, including score reading, transposition, modulation, clef reading, figured bass realization, harmonizing melodies, improvising and lead sheet accompanying. Projects may include transposition of a number of songs (perhaps a complete set) into all keys, figured bass realization for a Bach cantata, improvisation of service music (prelude, offertory, interludes, chorale preludes, postlude), multiple re-harmonizations of hymns/chorales for a service and score reduction and performance of a movement of an orchestral work. May be taken as an undergraduate level II theory elective.

Prerequisite(s): Undergraduate, minimum "C-" grade in TH 241; Graduate, Removal of all theory deficiencies.

TH 608 Graduate Musicianship Review 4 Credits

Required for graduate students admitted with deficiencies in musicianship as determined by the graduate placement test in musicianship. This course assists students in learning and integrating aural, performance, analytical and composition skills. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade. It is strongly recommended that this course be taken at the outset of graduate study.

TH 622 Electroacoustic Music 3 Credits

Advanced opportunities for creative activities utilizing the resources of Westminster's Music Computing Center. Previous experience with sequencers and/or digital audio is expected.

Prerequisite(s): Removal of all music theory deficiencies.

TH 623 Seminar in Music Theory 3 Credits

The content of the course bearing this number will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Undergraduate, minimum "C-" grade in TH 241 and permission of instructor, or graduate student standing and removal of all music theory deficiencies.

TH 625 Composition 3 Credits

Class instruction in original composition. Projects and presentations.

Prerequisite(s): Graduate student standing and removal of all music theory deficiencies.

TH 645A Composition Primary 3 Credits

TH 645C Composition Elective 2 Credits

TH 645D Composition Elective 1 Credits

TH 645E Composition Primary 3 Credits

TH 645F Composition Primary 1 Credits

TH 655 Composition Project 3 Credits

Graduate-level private study in composition culminating in a major composition in one of the larger forms.

Prerequisite(s): three semesters of TH 645.

TH 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

TH 726 Analysis 3 Credits

A study of the compositional process as observed in selected tonal works, using the analytical approach of Heinrich Schenker.

Prerequisite(s): Removal of all music theory deficiencies.

TH 511 New Music Ensemble 1 Credits

This course provides an opportunity to perform new music, primarily works of fellow students. It will also provide instrumentalists an opportunity to develop their performance skills more fully.

TH 550 Keyboard Harmony 3 Credits

An intense exploration of and drill in musicianship-keyboard skills, including score reading, transposition, modulation, clef reading, figured bass realization, harmonizing melodies, improvising and lead sheet accompanying. Projects may include transposition of a number of songs (perhaps a complete set) into all keys, figured bass realization for a Bach cantata, improvisation of service music (prelude, offertory, interludes, chorale preludes, postlude), multiple re-harmonizations of hymns/chorales for a service and score reduction and performance of a movement of an orchestral work. May be taken as an undergraduate level II theory elective.

Prerequisite(s): Undergraduate, minimum "C-" grade in TH 241; Graduate, Removal of all theory deficiencies.

TH 608 Graduate Musicianship Review 4 Credits

Required for graduate students admitted with deficiencies in musicianship as determined by the graduate placement test in musicianship. This course assists students in learning and integrating aural, performance, analytical and composition skills. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade. It is strongly recommended that this course be taken at the outset of graduate study.

TH 622 Electroacoustic Music 3 Credits

Advanced opportunities for creative activities utilizing the resources of Westminster's Music Computing Center. Previous experience with sequencers and/or digital audio is expected.

Prerequisite(s): Removal of all music theory deficiencies.

TH 623 Seminar in Music Theory 3 Credits

The content of the course bearing this number will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Undergraduate, minimum "C-" grade in TH 241 and permission of instructor, or graduate student standing and removal of all music theory deficiencies.

TH 625 Composition 3 Credits

Class instruction in original composition. Projects and presentations.

Prerequisite(s): Graduate student standing and removal of all music theory deficiencies.

TH 645A Composition Primary 3 Credits**TH 645C Composition Elective 2 Credits****TH 645D Composition Elective 1 Credits****TH 645E Composition Primary 3 Credits****TH 645F Composition Primary 1 Credits****TH 655 Composition Project 3 Credits**

Graduate-level private study in composition culminating in a major composition in one of the larger forms.

Prerequisite(s): three semesters of TH 645.

TH 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

TH 726 Analysis 3 Credits

A study of the compositional process as observed in selected tonal works, using the analytical approach of Heinrich Schenker.

Prerequisite(s): Removal of all music theory deficiencies.

Master of Music: Music Education

Program Overview

Unlike many other schools, Westminster's music education majors participate fully in the college's programs and enjoy the same studio and ensemble experiences as other majors. The program aims to develop teachers who can serve as advocates for music in schools, design programs that meet national standards, integrate music into curriculum and promote critical thinking, acting and feeling in the music classroom.

The M.M. program is designed for students who wish to major in music education with a concentration in applied music or composition. It is generally expected that students interested in the Master of Music program will hold state teaching certification and will have taught for at least one year prior to initial enrollment at Westminster. Applicants are sometimes accepted without this experience, but the Music Education Department reserves the right to require that a year of successful teaching be completed before the Master of Music degree in this major field is granted. Applicants must complete an audition as part of the admission process.

The Master of Music degree in music education does not itself include courses leading to New Jersey certification; applicants should therefore normally possess certificates before beginning master's work.

The Master of Music program reflects the Westminster philosophy that the music educator must be a fully capable musician. Consequently, there is a decided emphasis on performance or composition in the curriculum. The professional sequence of courses conjoins philosophy of music education, psychology of music learning and praxis.

Curriculum Overview

The degree is for those who hold an undergraduate degree in music education and a teaching certificate. Students may not earn teacher certification in this degree program.

Courses include the history and philosophy of music education, curriculum development and evaluation, psychology for music teachers and an internship in music education. Areas of emphasis are performance or composition.

Music Education Courses Online

The following music education courses are offered in traditional (fall, spring and summer terms) and online formats throughout the year. The online versions may be offered in 13-week, 8-week and 3-week formats. Students in the MM, MME or BM/MAT programs may take either the

traditional or online format to complete their degree. Students in other degree programs may take these courses as free electives:

Code	Title	Credits
ME 685	Research in Music Education	3
ME 692	Hist & Phil of Music Educ	3
ME 693	Seminar in Music Educ	3
ME 721	Curric Development & Eval	3
ME 723	Psychology for Music Tchr	3

Degrees Offered

- M.M. in Education

Contact

Janet Cape, D.M.A.

Associate Professor and Chair

Taylor 13

Tel: 609-921-7100 x8240

Fax: 609-921-8829

jcape@rider.edu (aholcomb@rider.edu)

Program Website: Westminster Choir College Graduate Programs (<http://www.rider.edu/wcc/academics/graduate-programs>)

Associated Department: Department of Music Education (<http://www.rider.edu/wcc/academics/graduate-programs/music-education>)

Related Programs

- Composition
- Choral conducting
- Master of Music Education (M.M.E.)

Faculty

Janet Cape (Chair) • Associate Professor, Music Education, and Chair of Music Education, 2010. B.M., University of Victoria; M.M., Arizona State University; D.M.A., Arizona State University.

Ellen Abrahams • Adjunct Instructor, Music Education, 2003. B.M.E., Temple University.

Frank Abrahams • Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Sharon Morrow • Adjunct Associate Professor, Music Education, 2008. B.F.A., California State University at Fullerton; M.M., Ph.D., University of Wisconsin-Madison.

Colin M. Oettle • Adjunct Instructor, Music Education, 2013. B.M., Ithaca College; M.M., Rutgers University.

Marshall Onofrio • Professor, Music Education, 2007. 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.

Master of Music: Music Education Program Requirements

(38-41 credits)

This program is designed for students who wish to focus in music education with a concentration in applied music or composition. The degree is for those who hold an undergraduate degree in music education and a teaching certificate. Students may NOT earn teacher certification in this degree program.

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
ME 692	Hist & Phil of Music Educ ¹	3
ME 721	Curriculum Development & Evaluation	3
ME 723	Psychology for Music Tchr	3
ME 791	Internship in Music Teaching ²	3
Area of Emphasis		
Select one of the following groups:		9-12
Performance group		
VC 641A	Voice Primary (3 terms)	
or PI 641A	Piano Primary	
or OR 641A	Organ Primary	
Literature elective in primary field		
Composition group		
TH 645A	Composition Primary (3 terms)	
TH 726	Analysis	3
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 course)		3
Core elective ⁴		3
Electives		
Free electives		3
Total Credits		38-41

Notes

- ¹ Graduates of the Westminster baccalaureate music education program may petition to substitute another graduate course for ME 692. The department, if granting approval, will specify acceptable course alternatives.
- ² Those who have had significant teaching experience in American schools may petition to substitute another graduate course for ME 791. The department, if granting approval, will specify acceptable course alternatives.
- ³ For composition primary students, TH 625, Composition Class, may be required if it is felt that class work in composition is needed prior to private study.
- ⁴ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.
- ⁵ The Master of Music degree with a concentration in Music Education does not lead to New Jersey Teacher Certification. At the graduate level, students interested in certification should apply for admission to the Master of Music Education (M.M.E.) program.
- ⁶ Students in this degree program complete a portfolio review at the end of each year of study.
- ⁷ Following departmental approval, students are required to present a public recital on the primary instrument.

Applied Emphasis or Composition Emphasis

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different

plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
PI 641A	Piano Primary	2
	Semester Credit Hours	2
Spring Semester		
PI 641B	Piano Primary	1
	Semester Credit Hours	1
Year 2		
Fall Semester		
PI 641A	Piano Primary	2
	Semester Credit Hours	2
Spring Semester		
ME 723	Psychology for Music Tchr	3
ME 791	Internship in Music Teaching	3
	Literature elective in primary	3
	Semester Credit Hours	9
	Total Credit Hours for Graduation	14

Course	Title	Credits
Year 1		
Fall Semester		
Composition Emphasis		
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
TH 645A	Composition Primary	3
	Music History or Theory elective	3
	Semester Credit Hours	10
Spring Semester		
CR 509	Symphonic Choir	1
ME 721	Curric Development & Eval	3
	Core elective	3
TH 645A	Composition Primary	3
	Semester Credit Hours	10
Year 2		
Fall Semester		
ME 692	Hist & Phil of Music Educ	3
	Free elective	3
TH 645A	Composition Primary	3
	Semester Credit Hours	9
Spring Semester		
ME 723	Psychology for Music Tchr	3
ME 791	Internship in Music Teaching	3
TH 726	Analysis	3
	Semester Credit Hours	9
	Total Credit Hours for Graduation	38

Courses and Descriptions

ME 540 Choir Train for Young Singers 3 Credits

This course focuses on children's choirs in school, church and community. Students learn strategies to teach children good vocal technique and to build musical literacy through the study of appropriate repertoire. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 563 Art of Teaching Music III 4 Credits

Through course assignments, discussion, and clinical practice in varied school and community choral settings, course participants learn how to create meaningful elementary music experiences that foster individual success, accountability, a sense of accountability, critical thinking, independence, and life-long engagement with choral music.

Prerequisite(s): ME 262, Sophomore Review.

ME 564 Art of Teaching Music IV 4 Credits

ME 581 Praxis in Elementary Music 3 Credits

This course prepares students to teach music in elementary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage young children in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local elementary schools is an integral part of this course. Students must provide their own transportation to practicum sites. It is recommended that students complete Deveopmental or Educational Psychology before taking ME 581. course content, activities and experiences in this course connect to the New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professionsl Standards for Teaching. Music Education majors will receive priority registration for this class. A minimum 2.75 cumulative GPA is required.

Prerequisite(s): For undergraduates only; ME 171, ME 172 ME 271; two semesters of Piano Secondary, not including PI 045; TH 142.

ME 582 Praxis in Secondary Music 3 Credits

This course prepares students to teach music in secondary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage middle school and high school students in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local middle and high schools is an integral part of this course. Students must provide their own transportation to practicum sites. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that students complete ME 581 and either Developmental or Educational Psychology before taking ME 582. Music Education majors will receive priority registration for this class.

Prerequisite(s): completion of two semesters of Piano Secondary, not including PI 045, TH 142, and a minimum 2.75 cumulative grade point average.

ME 587 Music in Special Educ 1 Credits

This course is designed to acquaint the pre-service teacher with the special needs of exceptional children in music classes. Students learn to adapt instruction to accommodate a variety of exceptionalities that are both physical and emotional. Content includes categories of special students, characteristic behaviors, mainstreaming, and classroom methodology. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that student take this course before the student teaching semester.

Prerequisite(s): Senior status.

ME 588 Dalcroze Studies 2 Credits

The purpose of this elective course is to provide students with an intensive experience in eurhythmics and eurhythmics pedagogy leading to an understanding of Dalcroze's principles regarding movement, solfège, improvisation and their uses in the classroom. An important focus of the class will be to provide an insight into kinesthetic-based learning as a conduit to inform and deepen the musical experience. Opportunities for lesson planning and curriculum development in the Dalcroze model will be offered. Students will write and present practice lessons. In addition, students will develop improvisation skills necessary to integrate eurhythmics into private applied instruction.

ME 591 Choral Music Grades 5-12 3 Credits

This course is designed to acquaint the music educator with repertoire suitable for use with middle and senior high school choral ensembles. Representative repertoire from all periods of music will be discussed, analyzed and performed in class. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 592 Creativity & Music Technology 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): Junior status or permission of instructor.

ME 595 Assessing Music Learning 1 Credits

This course provides pre-service music teachers with the strategies to assess music learning. Students study various testing models and learn to write and grade traditional tests such as true/false, multiple choice and essay. In addition, students examine authentic assessment, performance assessment and portfolio assessment models. Topics such as validity, reliability, standardized tests and testing bias will be included. In addition, students will learn how to read and interpret quantitative test data and examine the literature on grading. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. The content of this course conforms to the recommendations of the Professional Teaching Standards adopted by the State of New Jersey in 2002. In some semesters, this course may be offered in an on-line format.

Prerequisite(s): Senior status.

ME 650 Thesis 1 Credits

Independent research under faculty supervision leading to the writing of a master's thesis. Students register for this course in every semester or summer term in which assistance is provided by the thesis advisor.

Prerequisite(s): ME 685 (preferred) or MH 731; Permission of the Chair for Music Education is required to register for this course.

ME 671 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

ME 672 Teaching/Learning in Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

ME 682 Choral Music Education 3 Credits

This course is designed to assist choral music educators to improve their pedagogical effectiveness. This course will provide students with the knowledge, skills and dispositions necessary for developing comprehensive musicianship in the choral ensemble setting through the study of creating original music, responding to music, connecting to students and performing vocal/choral music with a primary focus on choral pedagogy, curriculum development, unit and rehearsal planning, programming, vocal development, program management, music literacy pedagogy, music technology and assessment.

Prerequisite(s): CR 621, ME 692, ME 721, ME 723.

ME 685 Research in Music Education 3 Credits

Intended for students in the M.M.E. and BM/MAT degree programs, this course provides students with the tools necessary to write a qualitative master's thesis. Specific objectives include an overview of qualitative research paradigms, selecting a research topic, developing a literature review, designing an appropriate methodology and collecting and analyzing data. Additionally, students explore a broad variety of research topics in music education, specialization in a chosen research topic in music education, the ability to review music education research literature and to synthesize findings in a scholarly paper using the appropriate style manual. Students master APA and Chicago styles and complete the thesis proposal during this course. The departmental Thesis Manual is available at www.rider.edu/musiced. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 686 Teaching Music in the 21st Century 3 Credits

Critical theory and critical pedagogy provide the framework for advanced study in post-modern teaching philosophies and teaching strategies as applied to music education. Techniques to engage students in diverse ways of thinking about music teaching and learning that transform both student and teacher will be presented. Always in the context of the social and political structures of schooling and the place schooling has in society, students will be empowered to create a dialoguing and problem-solving pedagogy for teaching music to children at all grade levels.

ME 690 Independent Research and Study 3 Credits

An elective course providing an opportunity to pursue a topic of special interest under the guidance of a music education faculty member. The proposal must be approved prior to registration for the course.

ME 692 Hist & Phil of Music Educ 3 Credits

The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well developed personal philosophy of music education. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 693 Seminar in Music Educ 3 Credits

While the topics vary from year to year, international perspectives in music education form the foundation for this seminar.

ME 721 Curric Development & Eval 3 Credits

This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. Post modern theory consistent with the Department's commitment to Critical Pedagogy for Music Education provide the focal point for the development of curricula that enhance and support quality music education. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 723 Psychology for Music Tchr 3 Credits

This course merges the science of psychology with the teaching of music. It helps the student to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music. Open to all graduate students. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 725 Teaching Instrumental Music 3 Credits

A graduate level survey of the pedagogy necessary to teach instrumental music (woodwinds, brass, string and percussion instruments) and to develop and maintain beginning string and wind ensembles. While the class will include some playing and performance, it is not designed to develop proficiency on the individual instruments. Students must demonstrate sufficient competencies to provide beginning instruction. Instruments will be available for rental. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Rental fee, per instrument: \$20.

ME 727 Teaching College 3 Credits

This course is designed for the graduate student who will be teaching at the college level. The content combines the theory of college teaching with praxis. Topics covered include: the psychology of the undergraduate, teaching graduate students, designing a syllabus, presenting course content, strategies for student-centered learning and assessment. Whenever possible, students will have the opportunity to intern with college faculty and will observe, present demonstration lessons, be coached and mentored. Open to all graduate students.

ME 750 BM/MAT Capstone 3 Credits

Independent research leading to a completed capstone project, which may be a thesis, action research, or another project or research initiative. The project must be approved by the department.

Prerequisite(s): ME 685; Permission of the Chair for Music Education is required to register for this course.

ME 771 Critical Pedagogy for Music Ed 3 Credits

This course presents the fundamental concepts, contexts and constructs that define Critical Pedagogy for Music Education. It focuses on the application of critical theory as a philosophical perspective to inform decisions teachers make when planning instruction for their students.

ME 775 MME Capstone 1 Credits

Independent research leading to a completed capstone project, such as curriculum and assessment development, pedagogical publication or presentation, instructional materials, etc. The project must be approved by the department.

ME 791 Internship in Music Teaching 3 Credits

A field-based experience consisting of three hours per week of internship teaching at a public or private school. Students may be placed in one of the residency programs of Westminster Academy. They will work with a cooperating teacher and be supervised by the instructor of the internship. Students will meet with the instructor periodically through the semester. In addition, they will prepare and teach lessons and submit documentation to chronicle the internship experience. International students in music education are strongly encouraged to take this course. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

Master of Music Education (M.M.E.)

Program Overview

The Master of Music Education (M.M.E.) program makes it possible for individuals who hold music teacher certification or who have music teaching experience to complete coursework in two academic years with traditional and online courses or 3-4 summers with Continuing Education programs and online courses. Students completing the degree during summer sessions may use the Kodály certification courses, Levels I-III, offered through Continuing Education as their focus area.

Individuals without an undergraduate degree in music education who wish to apply for this degree may concurrently earn music teacher certification through the MAT/Graduate Level Teacher Preparation (GLTP) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/graduate-level-teacher-certification-program>) program in the Rider School of Education.

Music Education Courses Online

The following music education courses are offered in rotation during the summer in an on-line format. Students in the MM, MME or BM/MAT programs may take either the traditional or online format to complete their degree. Students in other degree programs may take these courses as free electives:

Code	Title	Credits
ME 685	Research in Music Education	3
ME 692	Hist & Phil of Music Educ	3
ME 721	Curric Development & Eval	3
ME 723	Psychology for Music Tchr	3

ME 693 Seminar in Music Educ

3 Elective ⁴ 12
Total Credits 38

CP 640 Creative Practices in Choral Pedagogy is offered online during summers by the College of Continuing Studies and may be used as an elective in graduate music education.

Degree Offered:

- Masters of Music Education

Contact

Dr. Janet Cape

Interim Chair, Music Education

Taylor 13

Tel: 609-921-7100 x8240

Fax: 609-921-8829

jcape@rider.edu (aholcomb@rider.edu)

Program Website: Westminster Choir College Graduate Programs (<http://www.rider.edu/wcc/academics/graduate-programs>)

Associated Department: Department of Music Education (<http://www.rider.edu/wcc/academics/graduate-programs/music-education>)

Faculty

Janet Cape (chair) • Associate Professor, Music Education, and Chair of Music Education, 2010. B.M., University of Victoria; M.M., Arizona State University; D.M.A., Arizona State University.

Ellen Abrahams • Adjunct Instructor, Music Education, 2003. B.M.E., Temple University.

Frank Abrahams • Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Sharon Morrow • Adjunct Associate Professor, Music Education, 2008. B.F.A., California State University at Fullerton; M.M., Ph.D., University of Wisconsin-Madison.

Colin M. Oettle • Adjunct Instructor, Music Education, 2013. B.M., Ithaca College; M.M., Rutgers University.

Marshall Onofrio • Professor, Music Education, 2007. 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.

Master of Music Education (M.M.E.)

(38 credits)

Program Requirements

This program is designed for music teachers who wish to complete graduate study in two academic years with traditional courses or three summers with Continuing Education workshops and on-line courses.

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
ME 692	Hist & Phil of Music Educ	3
ME 693	Seminar in Music Educ	3
ME 721	Curriculum Development & Evaluation	3
ME 723	Psychology for Music Tchr	3
ME 650	Thesis	1
ME 685	Research in Music Education ¹	3
Choral Experience (2 summer terms) ²		4
Theory or Music History elective		3
Core elective ³		3

- ME 685 prepares students to write the thesis for the course ME 650. With permission of the Music Education Department, however, students may substitute MH 731, Introduction to Musicology. Students should plan on at least one full year to complete the thesis after taking a research course.
- Students may take the Summer Choral Festival to fulfill this requirement. Those who enroll during fall and/or spring semesters may substitute one or two terms of CR 509 Symphonic Choir.
- The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.
- Each student will propose 12 credits of electives to be completed as an approved focus supporting personal career goals and interests. Electives may include credits earned through the Westminster Continuing Education summer program.
- Students complete a thesis as the capstone experience in the degree. Information about the thesis is contained in the Music Education Thesis and Capstone Handbook (http://www.rider.edu/sites/default/files/docs/wcc_musiced_grad_thesis-2016.pdf) found on the Music Education website. Students should plan at least one year to complete the thesis.

Courses and Descriptions

CR 509 Symphonic Choir 1 Credits

A large mixed chorus comprised of students above the lower division, including graduate students from all disciplines. The ensemble regularly performs in the region and focuses on the major choral/orchestral repertoire along with a wide variety of repertoire for large mixed chorus. Placement hearing required.

ME 650 Thesis 1 Credits

Independent research under faculty supervision leading to the writing of a master's thesis. Students register for this course in every semester or summer term in which assistance is provided by the thesis advisor.

Prerequisite(s): ME 685 (preferred) or MH 731; Permission of the Chair for Music Education is required to register for this course.

ME 685 Research in Music Education 3 Credits

Intended for students in the M.M.E. and BM/MAT degree programs, this course provides students with the tools necessary to write a qualitative master's thesis. Specific objectives include an overview of qualitative research paradigms, selecting a research topic, developing a literature review, designing an appropriate methodology and collecting and analyzing data. Additionally, students explore a broad variety of research topics in music education, specialization in a chosen research topic in music education, the ability to review music education research literature and to synthesize findings in a scholarly paper using the appropriate style manual. Students master APA and Chicago styles and complete the thesis proposal during this course. The departmental Thesis Manual is available at www.rider.edu/musiced. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 692 Hist & Phil of Music Educ 3 Credits

The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well developed personal philosophy of music education. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 693 Seminar in Music Educ 3 Credits

While the topics vary from year to year, international perspectives in music education form the foundation for this seminar.

ME 721 Curric Development & Eval 3 Credits

This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. Post modern theory consistent with the Department's commitment to Critical Pedagogy for Music Education provide the focal point for the development of curricula that enhance and support quality music education. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 723 Psychology for Music Tchr 3 Credits

This course merges the science of psychology with the teaching of music. It helps the student to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music. Open to all graduate students. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

Master of Music Education - Choral Emphasis (M.M.E. - Choral Emphasis)

Program Overview

The Master of Music Education - Choral Emphasis (M.M.E. - Choral Emphasis) program makes it possible for individuals that hold music teacher certification or have music teaching experience to complete coursework in two academic years with traditional courses or three summers with Continuing Education workshops and online courses. Individuals with an undergraduate degree in music who wish to apply for this degree must first earn music teacher certification, which is possible through the Graduate Level Teacher Preparation (GLTP) (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/teacher-education-programs/graduate-level-teacher-certification-program>) program in the Rider School of Education.

Music Education Courses Online

The following music education courses are offered in a traditional format during the academic year and online in summer:

Code	Title	Credits
ME 682	Choral Music Education	3
ME 685	Research in Music Education	3
ME 692	Hist & Phil of Music Educ	3
ME 721	Curric Development & Eval	3
ME 723	Psychology for Music Tchr	3
ME 771	Critical Pedagogy for Music Ed	3

The following course is offered during the summer by the College of Continuing Studies and may be used as a choral elective in graduate music education programs.

CP 640 Creative Practices in Choral Pedagogy

Degree Offered:

- Masters in Music Education

Contact:

Dr. Janet Cape

Interim Chair, Music Education

Taylor 13

Tel: 609-921-7100 x8240

Fax: 609-921-8829

jcape@rider.edu (aholcomb@rider.edu)

Program Website: Westminster Choir College Graduate Programs (<http://www.rider.edu/wcc/academics/graduate-programs>)

Associated Department: Department of Music Education (<http://www.rider.edu/wcc/academics/graduate-programs/music-education>)

Faculty

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Ellen Abrahams • Adjunct Instructor, Music Education, 2003. B.M.E., Temple University.

Frank Abrahams • Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Sharon Morrow • Adjunct Associate Professor, Music Education, 2008. B.F.A., California State University at Fullerton; M.M., Ph.D., University of Wisconsin-Madison.

Colin M. Oettle • Adjunct Instructor, Music Education, 2013. B.M., Ithaca College; M.M., Rutgers University.

Marshall Onofrio • Professor, Music Education, 2007. 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..

Masters of Music Education - Choral Emphasis (M.M.E. - Choral Emphasis)

(30-33 credits)

Program Requirements

This program is designed for music teachers who wish to complete graduate study in two academic years with traditional courses or three summers with Continuing Education workshops and on-line courses.

Learn more about General Graduate Requirements (p. 1232)

Code	Title	Credits
Major Area		
Choose a Track: Thesis Track or Pedagogy Track		
Thesis Track ¹		
ME 685	Research in Music Education (3 credits)	4
ME 650	Thesis (1 credit)	
OR		
Pedagogy Track ²		
ME 682	Choral Music Education (3 credits)	
ME 775	MME Capstone (1 credit)	
Required Courses		
ME 692	Hist & Phil of Music Educ	3
ME 721	Curriculum Development & Evaluation	3
ME 723	Psychology for Music Tchr	3
Major Area Elective (Select one from the following list)		3
ME 682	Choral Music Education	
ME 685	Research in Music Education	
ME 693	Seminar in Music Educ	
ME 771	Critical Pedagogy for Music Ed	
Core		
Theory or Music History elective (3 credits)		8-10
Core elective (3 credits) ³		
Choral Experience (2-4 credits) ⁴		
Choose one of the following:		
Continuing Education Choral Experience (2 summers for 4 credits)		
OR		
CR 509	Symphonic Choir (two semesters)	
Choral Emphasis		6-7
CR 621	Choral Conducting I	
Choral Elective ⁵		
Total Credits		30-33

¹ The Thesis Track is designed for teachers who want to conduct qualitative research and may wish to pursue doctoral studies in the future. Students should plan on at least one full year to complete a thesis after taking ME 685. Information about the orals and thesis can be found in the Graduate Music Education Handbook.

² The Pedagogy Track is designed for teachers who want to improve their music teaching effectiveness. The capstone project will be developed while the teacher is enrolled in ME 682 and implemented during music teaching while enrolled in ME 775. Information about the orals and capstone project can be found in the Graduate Music Education Handbook.

³ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.

⁴ Audition required.

⁵ Must be pre-approved by the Music Education Department Chair and may include credits earned through the Westminster Continuing Education summer programs. Applied conducting lessons carry a fee. International students who have not taught in North American schools must take ME 791 Internship in Music Teaching during the academic year.

CR 509 Symphonic Choir 1 Credits

A large mixed chorus comprised of students above the lower division, including graduate students from all disciplines. The ensemble regularly performs in the region and focuses on the major choral/orchestral repertoire along with a wide variety of repertoire for large mixed chorus. Placement hearing required.

CR 621 Choral Conducting I 3 Credits

A study of conducting to develop technique through facial expression, breathing, alignment and gesture. Emphasis is placed on developing and refining a process of score study. This course will assist conductors in evaluating their conducting and preparing them to make conducting decisions based upon score study.

ME 650 Thesis 1 Credits

Independent research under faculty supervision leading to the writing of a master's thesis. Students register for this course in every semester or summer term in which assistance is provided by the thesis advisor.

Prerequisite(s): ME 685 (preferred) or MH 731; Permission of the Chair for Music Education is required to register for this course.

ME 682 Choral Music Education 3 Credits

This course is designed to assist choral music educators to improve their pedagogical effectiveness. This course will provide students with the knowledge, skills and dispositions necessary for developing comprehensive musicianship in the choral ensemble setting through the study of creating original music, responding to music, connecting to students and performing vocal/choral music with a primary focus on choral pedagogy, curriculum development, unit and rehearsal planning, programming, vocal development, program management, music literacy pedagogy, music technology and assessment.

Prerequisite(s): CR 621, ME 692, ME 721, ME 723.

ME 685 Research in Music Education 3 Credits

Intended for students in the M.M.E. and BM/MAT degree programs, this course provides students with the tools necessary to write a qualitative master's thesis. Specific objectives include an overview of qualitative research paradigms, selecting a research topic, developing a literature review, designing an appropriate methodology and collecting and analyzing data. Additionally, students explore a broad variety of research topics in music education, specialization in a chosen research topic in music education, the ability to review music education research literature and to synthesize findings in a scholarly paper using the appropriate style manual. Students master APA and Chicago styles and complete the thesis proposal during this course. The departmental Thesis Manual is available at www.rider.edu/musiced. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 692 Hist & Phil of Music Educ 3 Credits

The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well developed personal philosophy of music education. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 693 Seminar in Music Educ 3 Credits

While the topics vary from year to year, international perspectives in music education form the foundation for this seminar.

ME 721 Curric Development & Eval 3 Credits

This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. Post modern theory consistent with the Department's commitment to Critical Pedagogy for Music Education provide the focal point for the development of curricula that enhance and support quality music education. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 723 Psychology for Music Tchr 3 Credits

This course merges the science of psychology with the teaching of music. It helps the student to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music. Open to all graduate students. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 771 Critical Pedagogy for Music Ed 3 Credits

This course presents the fundamental concepts, contexts and constructs that define Critical Pedagogy for Music Education. It focuses on the application of critical theory as a philosophical perspective to inform decisions teachers make when planning instruction for their students.

ME 775 MME Capstone 1 Credits

Independent research leading to a completed capstone project, such as curriculum and assessment development, pedagogical publication or presentation, instructional materials, etc. The project must be approved by the department.

Master of Music: Organ Performance

Program Overview

The Organ Department at Westminster Choir College educates students in many facets of organ playing and related topics. Courses in performance, collaborative skills, choral conducting, improvisation, and literature are offered each semester. Westminster is home to a collection of 18 pipe organs built by Aeolian-Skinner, Beckerath, Casavant, Flentrop, Noack, and others. Students are encouraged to seek church employment during their time at Westminster; the organ faculty and sacred music office maintain a list of available positions in the area. For more information, including audition requirements and instrument specifications, visit the Organ Department Website (<http://www.rider.edu/organ>).

Curriculum Overview

The graduate curriculum includes four semesters of applied lessons, three semesters of organ literature, two semesters of organ improvisation, and courses in choral conducting, worship planning, and accompanying.

Degree Recital Requirements

One fully-memorized recital or two non-memorized recitals:

- Recitals must be at least 60 minutes.
- Students are required to be enrolled in organ lessons at Westminster during the semester of a degree recital, without exception.

Performance Class Requirements

For each semester a student is enrolled in organ lessons as a performance major, these requirements must be met:

- **Three solo works**, one of which must be memorized.
- **Two hymns**, one of which must be memorized.
- **One collaborative work** (i.e. anthem, vocal/instrumental solo, concerto, etc.)

Jury Requirements

- A jury must be performed at the conclusion of any semester that does not include a degree recital.

Degree Offered

- M.M. in Organ Performance

Contact

Amanda Quist, D.M.A.
Associate Professor and Chair
Williamson Hall 43
609-921-7100, ext. 8244
aquist@rider.edu

Program Website: www.rider.edu/organ (<http://www.rider.edu/organ>)

Associated Department: Department of Organ, Conducting, and Sacred Music

Related Programs

- Sacred Music (p. 1109)
- Piano (p. 1147)
- Music Education (p. 1087)

Faculty

Alan Morrison • Adjunct Associate Professor, Organ, 2006. B.M., M.M., Curtis Institute of Music

Vinroy Brown • Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.

Jason N. Roberts • Adjunct Assistant Professor, Organ, 2017. B.M., Rice University; M.M., Yale University; D.M.A., Manhattan School of Music

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
OR 587 & OR 589	Organ Improvisation and Organ Improvisation II	4
OR 590	Accompanying at the Organ	2
OR 629	Seminar in Organ Literature	2
OR 641A	Organ Primary (4 terms)	8
OR 723	Organ Literature Before 1800	3
OR 724	Organ Literature since 1800	3
SM 511	Sacred Music Lab (1 term)	0

Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or music history elective (1 course)		3
Core elective ¹		3
Electives		
Free electives		3
Total Credits		36

Notes

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.
- ² Students must demonstrate a reading knowledge of French or German equivalent to two years of college study of one of these two languages.
- ³ Following departmental approval, one memorized or two non-memorized public recitals must be presented.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Course	Title	Credits
Year 1		
Fall Semester		
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
SM 511	Sacred Music Lab	0
OR 723	Organ Literature Before 1800	3
OR 641A	Organ Primary	2
Semester Credit Hours		9
Spring Semester		
CR 509	Symphonic Choir	1
Theory or Music History elective		3
OR 724	Organ Literature since 1800	3
OR 641A	Organ Primary	2
Semester Credit Hours		9
Year 2		
Fall Semester		
OR 587	Organ Improvisation	2
OR 629	Seminar in Organ Literature	2
Core elective		3
OR 641A	Organ Primary	2
Semester Credit Hours		9
Spring Semester		
OR 589	Organ Improvisation II	2
OR 590	Accompanying at the Organ	2
OR 641A	Organ Primary	2
Free electives		3

Graduate Recital

Semester Credit Hours	9
Total Credit Hours for Graduation	36

Courses and Descriptions

OR 587 Organ Improvisation 2 Credits

A laboratory in the keyboard disciplines of modulation, transposition, improvisation and vocal score reading. Required for undergraduate Organ Performance majors; others may elect the course by permission of the instructor.

OR 588 Organ Pedagogy 2 Credits

Pedagogical approaches to organ playing. Required for undergraduate Organ Performance majors; others may elect the course by permission of the instructor.

OR 589 Organ Improvisation II 2 Credits

Continuation of OR 587.

OR 590 Accompanying at the Organ 2 Credits

Development of accompanying techniques essential to the professional organist. Arranging and transcription from piano reductions and orchestral scores; standard choral/organ literature. Leading congregational song; appropriate methods of instrumental registration.

OR 623 Organ Music of J.S. Bach 3 Credits

A study by genre of Bach's organ compositions will include background, overview of the influences of Buxtehude, Pachelbel and Böhm, and performance practice issues. The question of the "Bach organ" will be explored. Prerequisite(s): MH 731, OR 433.

Corequisite(s): MH 731, OR 433.

OR 629 Seminar in Organ Literature 2 Credits

An intensive study of an area of organ literature or its performance practice. Specific content will change with each semester. Emphasis upon in-depth study of the works of a selected composer or genre.

OR 641A Organ Primary 2 Credits**OR 641B Organ Primary 1 Credits****OR 641C Organ Elective 2 Credits****OR 641D Organ Elective 1 Credits****OR 641E Organ Primary 2 Credits****OR 641F Organ Primary 1 Credits****OR 690 Independent Research and Study 1-4 Credits**

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

OR 723 Organ Literature Before 1800 3 Credits

Historical study of the organ literature coordinated with a study of the development of the organ as a musical instrument.

OR 724 Organ Literature since 1800 3 Credits

Study and research into the style, form, and interpretation of representative organ works composed after 1800. Study and research into national styles of organ composition and construction in France, Germany, England and North America.

Master of Music: Piano Accompanying and Coaching

Program Overview

Westminster's master of music in accompanying and coaching program offers an intensive experience in lieder, choral music and opera coaching.

Westminster's historic commitment to vocal music shapes a curriculum in which literature and languages are taught in every course, celebrating a spirit of investigation, both interpretive and scholarly.

Alumni of the program have served as faculty members and coaches at the Tanglewood Music Center, Academy of Vocal Arts, American Boychoir School, the Curtis Institute, Opera North, Indianapolis Opera, Brevard Music Festival, the Canadian Opera Company, and the San Francisco Opera and Glimmerglass Opera Young Artists' Programs.

Curriculum Overview

Students work closely with their private teacher, while collaborating with graduate and undergraduate singers in a wide variety of literature and engaging in coursework designed to hone their musical, stylistic and linguistic understanding. Two degree-specific recitals as an accompanist are required.

Degrees Offered

- M.M. in Piano Accompany and Coaching

Contact

Margaret Cusack

Professor and Chairperson
Erdman Hall 26
609-921-7100, ext. 8253
mcusack@rider.edu

Ingrid Clarfield

Professor
Erdman 11
609-921-7100, ext. 8290
clarfield@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Westminster Choir College

Related Programs

- Piano Performance
- Piano Pedagogy and Performance

Faculty

Ingrid Clarfield • Professor, Piano, 1982. B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Miriam Eley • Adjunct Assistant Professor, Piano, 1995. B.M., Baylor University; M.M. Indiana University.

Ena Bronstein Barton • Adjunct Associate Professor, Piano, 1983. Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile.

James Goldsworthy • Professor, Piano, 1996. B.M., M.M., Southern Methodist University; D.M.A., Stanford University.

Phyllis Lehrer • Professor, Piano, 1975. A.B., University of Rochester; M.S., Juilliard School.

Rachelle Jonck • Adjunct Associate Professor, Voice, 2007. B.M., University of Stellenbosch (South Africa)

Thomas Parente • Associate Professor, Piano, 1993. B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music; Ed.D., Teachers College, Columbia University.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Agnes Poltorak • Adjunct Assistant Professor, Piano, 2000. B.M., University of British Columbia, Canada; M.M., Westminster Choir College of Rider University.

Paul Sheftel • Adjunct Professor, Piano, 2010. B.M., M.M., Juilliard School.

Betty Handelman Stoloff • Adjunct Associate Professor, Piano, 1978. B.M.A., University of Michigan; M.A., Columbia University.

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
PI 641A	Piano Primary (4 terms)	8
PI 512	Chamber Music	2
PI 713	Accompanying Class (2 terms)	6
PI 714 & PI 715	Techniques of Coaching I and Techniques of Coaching II	4
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
	Theory or music history elective	3
	Core elective ¹	3
Electives		
	Free electives	3
Total Credits		34

Notes

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.
- ² Prior to graduation, students must complete at least one year of undergraduate-level study in French and German. Students must earn a minimum grade of "C" in these courses. Grades of "C-" or below are not accepted.
- ³ Students must satisfy departmental standards for command of English, Italian, French, German, and Latin diction.
- ⁴ Upon approval from the department, majors must present two accompanied recitals.

Course	Title	Credits
Year 1		
Fall Semester		
PI 641A	Piano Primary	2
PI 713	Accompanying Class	3
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
Semester Credit Hours		9

Spring Semester

PI 641A	Piano Primary	2
PI 713	Accompanying Class	3
CR 509	Symphonic Choir	1
Free elective		3
Semester Credit Hours		9

Year 2

Fall Semester

PI 641A	Piano Primary	2
PI 714	Techniques of Coaching I	2
Theory or Music History elective		3
Core elective		3
Semester Credit Hours		10

Spring Semester

PI 641A	Piano Primary	2
PI 715	Techniques of Coaching II	2
PI 512	Chamber Music	2
Semester Credit Hours		6

Total Credit Hours for Graduation 34

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 513 Jazz Keyboard/Improv 3 Credits

This course will enable pianists and organists to become familiar with the theory, harmony, and improvisational techniques of jazz piano. Emphasis will be placed upon getting each student to create spontaneous improvisations. The fundamental goal will be that of enabling students accustomed to following a score to move beyond it. Extensive exposure to material from the "Great American Songbook" as well as to jazz standards will provide a structural basis for the course.

Prerequisite(s): TH 142 and PI 201, or equivalent knowledge and technical proficiency.

PI 516 Physical/Psych Aspects Piano 2 Credits

The two major emphases of this course are: (1) the pianist as athlete and 2) the pianist as performer. The first includes a study of appropriate exercise, nutrition, anatomy and physiology as they relate to piano technique, implications for injury prevention, and how to deal with injuries should they occur. The second includes the reading process, strategies for practicing, memorizing techniques, and ways of coping with the behavioral, physical and cognitive manifestations of performance anxiety.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

PI 609 Graduate Piano Review 1 Credits

A functional course concentrating upon sight reading of simple piano accompaniments and open score reading. Required for graduate students with deficiencies in these skills.

PI 611 Piano Pedagogy Lab 0 Credits

Discussions will include problem-solving related to piano teaching, discussion of observations, supervised and independent teaching, questions relating to repertoire, materials and technique. Comparative philosophies and psychologies and their applications, group and private teaching, business issues, professional organizations and publications, technology, career planning, recital and audition planning will be included. There will also be guidance in the preparation for the graduate oral examination.

PI 622 Eval Piano Teaching Lit 3 Credits

This course provides a critical survey of piano teaching materials, including standard teaching literature, approaches to piano technique in writings and music exercises, and repertoire for the elementary, intermediate, and early advanced student. All music is analyzed from the perspectives of performance, technical demands, strategies for teacher presentation, and student practice. Applications and demonstrations of technology are included. Graduate students demonstrate teaching and performance strategies in class and carry an assigned teaching load at the Westminster Conservatory.

PI 633 Piano Literature Seminar 3 Credits

A major area of piano repertoire is selected for intensive study. The emphasis of the seminar changes from semester to semester. Possible topics include the development of the Mozart concerto, keyboard works of J.S. Bach, piano writing of Debussy, and 20th Century piano music.

PI 641A Piano Primary 2 Credits**PI 641B Piano Primary 1 Credits****PI 641C Piano Elective 2 Credits****PI 641D Piano Elective 1 Credits****PI 641E Piano Primary 2 Credits****PI 641F Piano Primary 1 Credits****PI 661 Graduate Piano Pedagogy 3 Credits**

This course serves as an intensive study of theoretical and practical aspects of piano study, through examination of instruction materials and developing a well-defined philosophy and approach to piano teaching. Students are challenged to increase their ability in connecting advanced and intermediate music study to the foundation of what should take place in the first weeks of piano lessons. The focus of the course lies in developing one's own curriculum, on its own terms, or associated with instruction materials already in publication. Various methodologies and significant areas of thought in the field of piano pedagogy are explored and compared. The course involves private and group lesson observations at all levels of teaching. Practical application of education theory to music lessons at the piano is done through demonstration and practice teaching at the Westminster Conservatory or the College. Practical application of educational theory to music lessons at the piano is done through demonstration and practice teaching through the Westminster Conservatory or the College.

PI 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

PI 691A Piano Pedagogy Internship I 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 691B Piano Pedagogy Internship II 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 713 Accompanying Class 3 Credits

Students will investigate aspects of ensemble in vocal accompanying. Discussion topics will include rubato and its connection to language, stylistic concerns, musical preparation as well as practical issues such as recital programming and balance. Students will be expected to absorb extensive repertoire through attendance and performance. Class format will include both student presentations and lecture sessions.

PI 714 Techniques of Coaching I 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

PI 715 Techniques of Coaching II 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

Prerequisite(s): PI 714.

Master of Music: Piano Pedagogy and Performance

Program Overview

Piano at Westminster Choir College has multiple dimensions at both the undergraduate and graduate levels. It fosters the development of students who perform on a high level as soloists, as artist-teachers and as collaborators with other performing artists. A strong foundation of technique and knowledge of piano literature and style are essential to all the foregoing.

Students majoring in piano pedagogy and performance receive private lessons, study major teaching methodologies, and undertake observation and practice teaching.

Curriculum Overview

The program includes a two-semester teaching internship and culminates in a full recital or else in a combination lecture/performance recital. Semester juries are required. A weekly pedagogy lab is required for two semesters, but recommended for all four semesters.

Degrees Offered

- M.M. in Piano Pedagogy and Performance (<http://www.rider.edu/wcc/academics/graduate-programs/piano/master-music-piano-pedagogy-and-performance>)

Contact

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Ingrid Clarfield

Professor
Erdman 11
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clarfield@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Westminster Choir College

Related Programs

- Piano Performance (p. 1147)
- Piano Accompanying and Coaching (p. 1142)

Faculty

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Ingrid Clarfield • Professor, Piano, 1982. B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester.

Miriam Eley • Adjunct Assistant Professor, Piano, 1995. B.M., Baylor University; M.M. Indiana University.

Ena Bronstein Barton • Adjunct Associate Professor, Piano, 1983. Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile.

James Goldsworthy • Professor, Piano, 1996. B.M., M.M., Southern Methodist University; D.M.A., Stanford University.

Phyllis Lehrer • Professor, Piano, 1975. A.B., University of Rochester; M.S., Juilliard School.

Thomas Parente • Associate Professor, Piano, 1993. B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music; Ed.D., Teachers College, Columbia University.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Agnes Poltorak • Adjunct Assistant Professor, Piano, 2000. B.M., University of British Columbia, Canada; M.M., Westminster Choir College of Rider University.

Paul Sheftel • Adjunct Professor, Piano, 2010. B.M., M.M., Juilliard School.

Betty Handelman Stoloff • Adjunct Associate Professor, Piano, 1978. B.M.A., University of Michigan; M.A., Columbia University.

Master of Music: Piano Pedagogy and Performance Major Requirements

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
PI 611	Piano Pedagogy Lab (2 terms)	0
PI 622	Eval Piano Teaching Lit	3
PI 633	Piano Literature Seminar	3
PI 641A	Piano Primary (4 terms)	8
PI 661	Graduate Piano Pedagogy	3
PI 691A & PI 691B	Piano Pedagogy Internship I and Piano Pedagogy Internship II	6
ME 723	Psychology for Music Tchr	3
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
	Theory or Music History elective (1 course)	3
	Core elective (1 course) ¹	3
Electives		
	Free electives	1
Total Credits		38

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.
- ² Upon approval from the department, students are required to present a public recital.

Course	Title	Credits
Year 1		
Fall Semester		
PI 641A	Piano Primary	2
PI 611	Piano Pedagogy Lab	0
PI 661	Graduate Piano Pedagogy	3
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
Semester Credit Hours		9
Spring Semester		
PI 641A	Piano Primary	2
PI 611	Piano Pedagogy Lab	0
CR 509	Symphonic Choir	1
PI 622	Eval Piano Teaching Lit	3
ME 723	Psychology for Music Tchr	3
Semester Credit Hours		9
Year 2		
Fall Semester		
PI 641A	Piano Primary	2
PI 691A	Piano Pedagogy Internship I	3
	Theory or Music History elective	3
	Core elective	3
Semester Credit Hours		11
Spring Semester		
PI 641A	Piano Primary	2
PI 633	Piano Literature Seminar	3
PI 691B	Piano Pedagogy Internship II	3
	Free elective	1
Semester Credit Hours		9
Total Credit Hours for Graduation		38

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 513 Jazz Keyboard/Improv 3 Credits

This course will enable pianists and organists to become familiar with the theory, harmony, and improvisational techniques of jazz piano. Emphasis will be placed upon getting each student to create spontaneous improvisations. The fundamental goal will be that of enabling students accustomed to following a score to move beyond it. Extensive exposure to material from the "Great American Songbook" as well as to jazz standards will provide a structural basis for the course.

Prerequisite(s): TH 142 and PI 201, or equivalent knowledge and technical proficiency.

PI 516 Physical/Psych Aspects Piano 2 Credits

The two major emphases of this course are: (1) the pianist as athlete and 2) the pianist as performer. The first includes a study of appropriate exercise, nutrition, anatomy and physiology as they relate to piano technique, implications for injury prevention, and how to deal with injuries should they occur. The second includes the reading process, strategies for practicing, memorizing techniques, and ways of coping with the behavioral, physical and cognitive manifestations of performance anxiety.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

PI 609 Graduate Piano Review 1 Credits

A functional course concentrating upon sight reading of simple piano accompaniments and open score reading. Required for graduate students with deficiencies in these skills.

PI 611 Piano Pedagogy Lab 0 Credits

Discussions will include problem-solving related to piano teaching, discussion of observations, supervised and independent teaching, questions relating to repertoire, materials and technique. Comparative philosophies and psychologies and their applications, group and private teaching, business issues, professional organizations and publications, technology, career planning, recital and audition planning will be included. There will also be guidance in the preparation for the graduate oral examination.

PI 622 Eval Piano Teaching Lit 3 Credits

This course provides a critical survey of piano teaching materials, including standard teaching literature, approaches to piano technique in writings and music exercises, and repertoire for the elementary, intermediate, and early advanced student. All music is analyzed from the perspectives of performance, technical demands, strategies for teacher presentation, and student practice. Applications and demonstrations of technology are included. Graduate students demonstrate teaching and performance strategies in class and carry an assigned teaching load at the Westminster Conservatory.

PI 633 Piano Literature Seminar 3 Credits

A major area of piano repertoire is selected for intensive study. The emphasis of the seminar changes from semester to semester. Possible topics include the development of the Mozart concerto, keyboard works of J.S. Bach, piano writing of Debussy, and 20th Century piano music.

PI 641A Piano Primary 2 Credits**PI 641B Piano Primary 1 Credits****PI 641C Piano Elective 2 Credits****PI 641D Piano Elective 1 Credits****PI 641E Piano Primary 2 Credits****PI 641F Piano Primary 1 Credits****PI 661 Graduate Piano Pedagogy 3 Credits**

This course serves as an intensive study of theoretical and practical aspects of piano study, through examination of instruction materials and developing a well-defined philosophy and approach to piano teaching. Students are challenged to increase their ability in connecting advanced and intermediate music study to the foundation of what should take place in the first weeks of piano lessons. The focus of the course lies in developing one's own curriculum, on its own terms, or associated with instruction materials already in publication. Various methodologies and significant areas of thought in the field of piano pedagogy are explored and compared. The course involves private and group lesson observations at all levels of teaching. Practical application of education theory to music lessons at the piano is done through demonstration and practice teaching at the Westminster Conservatory or the College. Practical application of educational theory to music lessons at the piano is done through demonstration and practice teaching through the Westminster Conservatory or the College.

PI 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

PI 691A Piano Pedagogy Internship I 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 691B Piano Pedagogy Internship II 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 713 Accompanying Class 3 Credits

Students will investigate aspects of ensemble in vocal accompanying. Discussion topics will include rubato and its connection to language, stylistic concerns, musical preparation as well as practical issues such as recital programming and balance. Students will be expected to absorb extensive repertoire through attendance and performance. Class format will include both student presentations and lecture sessions.

PI 714 Techniques of Coaching I 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

PI 715 Techniques of Coaching II 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

Prerequisite(s): PI 714.

Master of Music: Piano Performance

Program Overview

Piano at Westminster Choir College has multiple dimensions at both the undergraduate and graduate levels. It fosters the development of students who perform on a high level as soloists, as artist-teachers and as collaborators with other performing artists. A strong foundation of technique and knowledge of piano literature and style are essential to all the foregoing.

Curriculum Overview

Students majoring in piano receive private lessons and play in weekly studio and performance classes. The program culminates with a full recital. Annual juries are required. Areas of study include chamber music or accompanying class, piano literature electives, musicology, Symphonic Choir and electives.

Degrees Offered

- M.M. in Piano Performance

Contact

Margaret Cusack

Professor and Chairperson
Erdman Hall 26
609-921-7100, ext. 8253
mcusack@rider.edu

Ingrid Clarfield

Professor
Erdman 11
609-921-7100, ext. 8290
clarfield@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Westminster Choir College

Related Programs

- Piano Accompanying and Coaching
- Piano Pedagogy and Performance

Faculty

Ingrid Clarfield • Professor, Piano, 1982. B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Miriam Eley • Adjunct Assistant Professor, Piano, 1995. B.M., Baylor University; M.M. Indiana University.

Ena Bronstein Barton • Adjunct Associate Professor, Piano, 1983. Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile.

James Goldworthy • Professor, Piano, 1996. B.M., M.M., Southern Methodist University; D.M.A., Stanford University.

Phyllis Lehrer • Professor, Piano, 1975. A.B., University of Rochester; M.S., Juilliard School.

Thomas Parente • Associate Professor, Piano, 1993. B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music; Ed.D., Teachers College, Columbia University.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Agnes Poltorak • Adjunct Assistant Professor, Piano, 2000. B.M., University of British Columbia, Canada; M.M., Westminster Choir College of Rider University.

Paul Sheftel • Adjunct Professor, Piano, 2010. B.M., M.M., Juilliard School.

Betty Handelman Stoloff • Adjunct Associate Professor, Piano, 1978. B.M.A., University of Michigan; M.A., Columbia University.

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
PI 641A	Piano Primary (4 terms)	8
PI 633	Piano Literature Seminar (2 semesters)	6
Select one of the following:		2-3
PI 512	Chamber Music (Core)	
or PI 713	Accompanying Class	
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 course)		3
Core elective ¹		3
Recital ²		
Electives		
Free electives		6
Total Credits		33-34

Note

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.

- ² Upon approval from the department, students are required to present a public recital.

Course	Title	Credits
Year 1		
Fall Semester		
PI 641A	Piano Primary	2
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
Free elective		3
Semester Credit Hours		9
Spring Semester		
PI 641A	Piano Primary	2
CR 509	Symphonic Choir	1
Piano Literature elective		3
Free elective		3
Semester Credit Hours		9
Year 2		
Fall Semester		
PI 641A	Piano Primary	2
Theory or Music History elective		3
Core elective		3
Semester Credit Hours		8
Spring Semester		
PI 641A	Piano Primary	2
Piano Literature Elective		3
Select one of the following:		2-3
PI 512 or PI 713	Chamber Music or Accompanying Class	
Recital		
Semester Credit Hours		7-8
Total Credit Hours for Graduation		33-34

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 513 Jazz Keyboard/Improv 3 Credits

This course will enable pianists and organists to become familiar with the theory, harmony, and improvisational techniques of jazz piano. Emphasis will be placed upon getting each student to create spontaneous improvisations. The fundamental goal will be that of enabling students accustomed to following a score to move beyond it. Extensive exposure to material from the "Great American Songbook" as well as to jazz standards will provide a structural basis for the course.

Prerequisite(s): TH 142 and PI 201, or equivalent knowledge and technical proficiency.

PI 516 Physical/Psych Aspects Piano 2 Credits

The two major emphases of this course are: (1) the pianist as athlete and 2) the pianist as performer. The first includes a study of appropriate exercise, nutrition, anatomy and physiology as they relate to piano technique, implications for injury prevention, and how to deal with injuries should they occur. The second includes the reading process, strategies for practicing, memorizing techniques, and ways of coping with the behavioral, physical and cognitive manifestations of performance anxiety.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

PI 609 Graduate Piano Review 1 Credits

A functional course concentrating upon sight reading of simple piano accompaniments and open score reading. Required for graduate students with deficiencies in these skills.

PI 611 Piano Pedagogy Lab 0 Credits

Discussions will include problem-solving related to piano teaching, discussion of observations, supervised and independent teaching, questions relating to repertoire, materials and technique. Comparative philosophies and psychologies and their applications, group and private teaching, business issues, professional organizations and publications, technology, career planning, recital and audition planning will be included. There will also be guidance in the preparation for the graduate oral examination.

PI 622 Eval Piano Teaching Lit 3 Credits

This course provides a critical survey of piano teaching materials, including standard teaching literature, approaches to piano technique in writings and music exercises, and repertoire for the elementary, intermediate, and early advanced student. All music is analyzed from the perspectives of performance, technical demands, strategies for teacher presentation, and student practice. Applications and demonstrations of technology are included. Graduate students demonstrate teaching and performance strategies in class and carry an assigned teaching load at the Westminster Conservatory.

PI 633 Piano Literature Seminar 3 Credits

A major area of piano repertoire is selected for intensive study. The emphasis of the seminar changes from semester to semester. Possible topics include the development of the Mozart concerto, keyboard works of J.S. Bach, piano writing of Debussy, and 20th Century piano music.

PI 641A Piano Primary 2 Credits**PI 641B Piano Primary 1 Credits****PI 641C Piano Elective 2 Credits****PI 641D Piano Elective 1 Credits****PI 641E Piano Primary 2 Credits****PI 641F Piano Primary 1 Credits****PI 661 Graduate Piano Pedagogy 3 Credits**

This course serves as an intensive study of theoretical and practical aspects of piano study, through examination of instruction materials and developing a well-defined philosophy and approach to piano teaching. Students are challenged to increase their ability in connecting advanced and intermediate music study to the foundation of what should take place in the first weeks of piano lessons. The focus of the course lies in developing one's own curriculum, on its own terms, or associated with instruction materials already in publication. Various methodologies and significant areas of thought in the field of piano pedagogy are explored and compared. The course involves private and group lesson observations at all levels of teaching. Practical application of education theory to music lessons at the piano is done through demonstration and practice teaching at the Westminster Conservatory or the College. Practical application of educational theory to music lessons at the piano is done through demonstration and practice teaching through the Westminster Conservatory or the College.

PI 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

PI 691A Piano Pedagogy Internship I 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 691B Piano Pedagogy Internship II 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 713 Accompanying Class 3 Credits

Students will investigate aspects of ensemble in vocal accompanying. Discussion topics will include rubato and its connection to language, stylistic concerns, musical preparation as well as practical issues such as recital programming and balance. Students will be expected to absorb extensive repertoire through attendance and performance. Class format will include both student presentations and lecture sessions.

PI 714 Techniques of Coaching I 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

PI 715 Techniques of Coaching II 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

Prerequisite(s): PI 714.

Master of Music: Sacred Music

Program Overview

The sacred music program offers education of the highest quality and broadest scope to sacred music majors who aspire to be leaders of the future.

The program is interdenominational and seeks to explore the excellence of various traditions of sacred music. Faculty members have wide experience and expertise in such traditions as Anglican, Lutheran, Methodist, Presbyterian, Reformed, Roman Catholic, the Synagogue and Temple tradition, and others.

Curriculum Overview

The graduate curriculum aims, on the one hand, to explore how familiar tradition can be blended with unfamiliar contemporary creativity in choral, congregational, and instrumental music for worship and, on the other hand, to provide a balanced study of theoretical matters and practical concerns. Technique, repertoire, and performance practice are therefore considered with theology, Biblical and post-Biblical religious history, and the development and practice of liturgy and worship.

Graduate courses include oratorio solo literature, conducting coaching, worship planning for the 21st century, liturgies, Bach cantatas, history of sacred music and more.

A reciprocal partnership with Princeton Theological Seminary allows Westminster Choir College graduate students to take certain courses offered by the seminary. The seminary's Speer Library is another invaluable resource for Westminster students.

Degrees Offered

- M.M. in Sacred Music

Contact

Dr. Amanda Quist, D.M.A.

Associate Professor and Chair of Conducting, Organ and Sacred Music
Williamson Hall 43

609-921-7100, ext. 8244

aquist@rider.edu

Program Website: Sacred Music (<http://www.rider.edu/wcc/graduate-programs/sacred-music>)

Associated Department: Westminster Choir College

Related Programs

- Organ Performance (p. 1140)
- Choral Conducting (p. 1127)

Faculty

Vinroy Brown • Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.
Steve Pilkington • Associate Professor, Sacred Music, and Director of Chapel, 1992. B.A., St. Olaf College; M.M., University of Illinois; Ph.D., Drew University.
Kathleen Ebling Shaw • Adjunct Instructor, Sacred Music, 1991. B.M., Westminster Choir College.
Tom T. Shelton, Jr. • Associate Professor, Sacred Music, 2012. B.M., M.M., University of North Carolina at Greensboro.

Master of Music: Sacred Music Program Requirements

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
History		
SM 712 & SM 713	Hist of Sacred Music I and Hist of Sacred Music II	6
Theology and Practice		
SM 511	Sacred Music Lab (2 terms)	0
SM 631	Worship Planning/21st Cent.	3
SM 722	Theology, Liturgy & Worship	3
CR 517	Master Singers (3 terms)	3
CR 621 & CR 622	Choral Conducting I and Choral Conducting II	6
Each student must have an area of Applied Study:		7-10
Option A: Applied Emphasis ¹		
VC 641A or PI 641A or OR 641A or TH 645A	Voice Primary (3 terms) Piano Primary Organ Primary Composition Primary	
SM 630	Conducting Coaching ²	
Option B: Choral Studies		
CR 524	Vocal Techniques for Choirs	
SM 630	Conducting Coaching ²	
CR 641B	Conducting Primary (2 terms)	
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 course)		3
Core elective (1 course) ²		3
Total Credits		39-42

- ¹ Students selecting Option A must present a half-recital in the applied area. Departmental approval is required for all recitals. For composition primary students, the recital consists of original works composed while the student was enrolled as a graduate student at Westminster Choir College. For composition primary students, TH 625 Composition class, may be required if it is felt that class work in composition is needed prior to private study. Composition primary students must complete TH 726 as the core theory/music history elective.
- ² The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis, and/or area of applied study.

The following educational plan is provided as a sample only. Rider students who do not declare a major during their freshman year; who change their major; or those who transfer to Rider may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

- Applied Emphasis (p. 1150)
- Choral Studies (p. 1151)

Applied Emphasis (39-42 Credits)		
Course	Title	Credits
Year 1		
Fall Semester		
CR 509	Symphonic Choir	1
CR 517	Master Singers	1
CR 621	Choral Conducting I	3
MH 731	Intro to Musicology	3
SM 511	Sacred Music Lab	0
SM 712	Hist of Sacred Music I	3
Semester Credit Hours		11
Spring Semester		
CR 509	Symphonic Choir	1
CR 517	Master Singers	1
CR 622	Choral Conducting II	3
SM 511	Sacred Music Lab	0
SM 713	Hist of Sacred Music II	3
Primary Lesson		2-3
Semester Credit Hours		10-11
Year 2		
Fall Semester		
SM 631	Worship Planning/21st Cent.	3
Theory or Music History elective		3
Primary lesson		2-3
CR 517	Master Singers	1
Semester Credit Hours		9-10
Spring Semester		
SM 630	Conducting Coaching	1-2
SM 722	Theology, Liturgy & Worship	3
Core elective		3

Primary lesson	2-3
Semester Credit Hours	9-11
Total Credit Hours for Graduation	39-43

Choral Studies

(38-39 Credits)

Course	Title	Credits
Year 1		
Fall Semester		
CR 509	Symphonic Choir	1
CR 517	Master Singers	1
CR 621	Choral Conducting I	3
MH 731	Intro to Musicology	3
SM 511	Sacred Music Lab	0
SM 712	Hist of Sacred Music I	3
Semester Credit Hours		11
Spring Semester		
CR 509	Symphonic Choir	1
CR 517	Master Singers	1
CR 622	Choral Conducting II	3
CR 641B	Conducting Primary	1
SM 511	Sacred Music Lab	0
SM 713	Hist of Sacred Music II	3
Semester Credit Hours		9
Year 2		
Fall Semester		
CR 641B	Conducting Primary	1
SM 631	Worship Planning/21st Cent.	3
CR 517	Master Singers	1
Theory or Music History elective		3
CR 524	Vocal Techniques for Choirs	3
Semester Credit Hours		11
Spring Semester		
SM 630	Conducting Coaching	1-2
SM 722	Theology, Liturgy & Worship	3
Core elective		3
CR 641B	Conducting Primary	1
Semester Credit Hours		8-9
Total Credit Hours for Graduation		39-40

SM 509 Jubilee Singers 1 Credits

This auditioned ensemble is devoted to the performance of sacred music from the African-American tradition.

SM 511 Sacred Music Lab 0 Credits

Series of classes that addresses a variety of experiences in Sacred Music while rotating principal themes and ideas. Student preparation of monthly worship settings will put studied concepts into practice.

SM 517 Concert Handbell Choir II 1 Credits

Open to students who have had previous handbell experience. Intermediate to advanced repertoire, with opportunities for concert performance.

SM 519 Concert Handbell Choir I 1 Credits

A choir selected by audition from the most experienced and capable bell ringers among the student body at large. This ensemble utilizes advanced repertoire and techniques, aiming primarily at presenting concerts both on and off campus, including a two-week annual tour.

SM 525 Conductors' Repertoire Ensemble 1 Credits

An auditioned chamber ensemble, offered every semester, which provides conducting podium time and coaching to all interested members. It additionally serves the conducting needs of graduate Sacred Music majors.

Prerequisite(s): CR 215 or permission of instructor.

SM 531 Colloquium in Sacred Music 2 Credits

A lecture series/colloquium intended to address a wide variety of concerns in the field of Sacred Music while rotating principal themes and ideas.

SM 540 Choir Training/Young Singers 3 Credits

A practicum combined with study designed to teach students how to organize and direct a children's choir program that emphasizes musical training as a basic requirement. The course focuses on teaching children good vocal techniques and sight-reading skills and includes practice teaching in a local school under instructor supervision. Other areas covered include musical readiness skills, voice-change problems, and repertoire.

SM 541 Conducting Church Choirs: Ped & Mgt 3 Credits

A practical course devoted to the building and maintenance of church music programs serving persons of all ages.

SM 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity. Offered in rotation with other Sacred Music electives. 3 Credit hours.

SM 630 Conducting Coaching 1-2 Credits

Structured preparation and faculty coaching of the culminating choral recital in the graduate Sacred Music curriculum.

SM 631 Worship Planning/21st Cent. 3 Credits

Designed to facilitate the planning of worship, this practical course will be an immersion in the musical and theological materials available to those who create worship.

SM 640 Liturgies 3 Credits

A study of the origins of liturgy, its development in the main Christian traditions, and its relation to ecclesiastical history, with particular attention given to the differing styles and traditions of liturgical music. Contemporary liturgies are viewed against this historical background.

SM 641 Hymnology 3 Credits

A study of the origins and development of Christian hymnody, with reference to the theological emphases of various periods from the beginnings to the present, aiming to arouse interest in the textual and musical content of hymns and in their effective use in worship.

SM 654 German Church Music 3 Credits

A study of church choral literature by German composers from the 16th century to the present focusing on the pre-Bach and post-Bach cantata. Class performances of selected works. Complements SM 655. Offered in rotation with other Sacred Music electives.

SM 655 Bach Cantatas 3 Credits

A study of the history, performance practices, and liturgical setting of the cantatas of J.S. Bach. Class performances of selected cantatas.

SM 712 Hist of Sacred Music I 3 Credits

Study and research into the history of Western Christian music and its most important genres beginning with the Old Testament and continuing until the death of J.S. Bach in 1750.

SM 713 Hist of Sacred Music II 3 Credits

Continuation of SM 712, beginning with the Classical Viennese Mass and continuing until today. Emphasis on the development of the American church and its worship music.

SM 722 Theology, Liturgy & Worship 3 Credits

A detailed study of the Bible. Principal thematic and narrative elements are correlated to the development of the church's historic liturgies and the theological principles behind them.

Master of Music in Sacred Music: Practical Pedagogy Track (Online)

Overview

This online Sacred Music program offers an education of the highest quality and broadest scope to those musicians who aspire to be leaders of their time and place. An interdenominational program, it seeks to train church musicians to a high level of competency in the traditional ways of making sacred music while also striving to engage students in new ways of achieving liturgical excellence and spiritual depth in practices that respond to the various cultural forces that continue to transform the ways in which worship is accomplished in the 21st-century.

In order to meet the needs of those musicians who may not find it feasible or expeditious to matriculate in the on-campus program offered during the academic year, this pedagogy-based track is delivered entirely online with the exception of one 3-week period during the summer of the student's own choosing. While still broad and comprehensive in its curricular design, it offers students a chance to focus on the practical side of making music for those who wish to concentrate on either working with children and youth or adults.

Degrees Offered

- M.M. in Sacred Music

Contact

Dr. Amanda Quist, D.M.A.

Associate Professor and Chair of Conducting, Organ and Sacred Music
Williamson Hall 43
609-921-7100, ext. 8244
aquist@rider.edu

Program Website: Sacred Music (<http://www.rider.edu/wcc/graduate-programs/sacred-music>)

Associated Department: Westminster Choir College

Related Programs

- Organ Performance (p. 1140)
- Choral Conducting (p. 1127)

Faculty

Vinroy Brown • Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.

Steve Pilkington • Associate Professor, Sacred Music, and Director of Chapel, 1992. B.A., St. Olaf College; M.M., University of Illinois; Ph.D., Drew University.

Kathleen Ebling Shaw • Adjunct Instructor, Sacred Music, 1991. B.M., Westminster Choir College.

Tom T. Shelton, Jr. • Associate Professor, Sacred Music, 2012. B.M., M.M., University of North Carolina at Greensboro.

Code	Title	Credits
Major Area		
SM 610	Foundations of Music Ministry	2
SM 631	Worship Planning/21st Cent.	3
SM 710	Panorama of Sacred Music	3
SM 722	Theology, Liturgy & Worship	3
Core Courses		
MH 731	Intro to Musicology	3
Theory or Music History elective		3
Core Elective ¹		3
Choral Festival		2
Concentration Area - Adult Choral		
CR 524	Vocal Techniques for Choirs	3
CR 621	Choral Conducting I (OR Conducting Intensive Workshop - 1 week or Choral Institute at Oxford (must be accepted to conduct, not audit))	3
SM 625	Choral Music for Adults	1
SM 630	Conducting Coaching ²	1-2
Concentration Area - Children's / Youth Pedagogy		
CR 621	Choral Conducting I (OR Conducting Intensive Workshop - 1 week or Choral Institute at Oxford (must be accepted to conduct, not audit))	3
SM 624	Choral Music for Children	1
SM 635	Choir Training For Children/Youth (OR Kodaly I (offered during the summers on campus))	3
SM 630	Conducting Coaching ²	1-2
Total Credits		38-40

¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area of emphasis, and or area of applied study.

² Recital or approved project will be with their Church or Community Choir. Conducting/Coaching will be via Skype.

SM 509 Jubilee Singers 1 Credits

This auditioned ensemble is devoted to the performance of sacred music from the African-American tradition.

SM 510 Conducting Adult Church Choirs: Pedagogy and Management 2 Credits

A practical, skill-based course devoted to the building and maintenance of church music programs serving adults.

SM 511 Sacred Music Lab 0 Credits

Series of classes that addresses a variety of experiences in Sacred Music while rotating principal themes and ideas. Student preparation of monthly worship settings will put studied concepts into practice.

SM 512 Conducting Children and Youth Church Choirs: Pedagogy and Management 2 Credits

A practical, skill-based course devoted to the building and maintenance of church music programs serving children and youth.

SM 517 Concert Handbell Choir II 1 Credits

Open to students who have had previous handbell experience. Intermediate to advanced repertoire, with opportunities for concert performance.

SM 519 Concert Handbell Choir I 1 Credits

A choir selected by audition from the most experienced and capable bell ringers among the student body at large. This ensemble utilizes advanced repertoire and techniques, aiming primarily at presenting concerts both on and off campus, including a two-week annual tour.

SM 525 Conductors' Repertoire Ensemble 1 Credits

An auditioned chamber ensemble, offered every semester, which provides conducting podium time and coaching to all interested members. It additionally serves the conducting needs of graduate Sacred Music majors.

Prerequisite(s): CR 215 or permission of instructor.

SM 531 Colloquium in Sacred Music 2 Credits

A lecture series/colloquium intended to address a wide variety of concerns in the field of Sacred Music while rotating principal themes and ideas.

SM 541 Conducting Church Choirs: Ped & Mgt 3 Credits

A practical course devoted to the building and maintenance of church music programs serving persons of all ages.

SM 610 Foundations of Music Ministry 2 Credits

This graduate level course surveys the vocational needs, professional relationships, administrative styles, and teaching roles of the practicing church musician. In addition to an overview of professional standards, emphasis will also be placed on music engraving skills (music notation software), budgeting, recruitment, endowments and fundraising.

SM 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity. Offered in rotation with other Sacred Music electives. 3 Credit hours.

SM 624 Choral Music for Children 1 Credits

This course is designed to acquaint the church choral director with repertoire suitable for use with children's and youth choirs. Representative repertoire from all periods of music will be discussed and analyzed. Focus will be on repertoire that can be used during special services throughout the liturgical church year.

SM 625 Choral Music for Adults 1 Credits

This course is designed to acquaint the church choral director with repertoire suitable for use with adult choirs and adult ensembles. Representative repertoire from all periods of music will be discussed and analyzed. Focus will be on repertoire that can be used during special services throughout the liturgical church year.

SM 630 Conducting Coaching 1-2 Credits

Structured preparation and faculty coaching of the culminating choral recital in the graduate Sacred Music curriculum.

SM 631 Worship Planning/21st Cent. 3 Credits

Designed to facilitate the planning of worship, this practical course will be an immersion in the musical and theological materials available to those who create worship.

SM 632 Collaborative Prep for Worship 1 Credits

Through seminars, readings and common participation in chapel services, Westminster Choir College and Princeton Theological Seminary students will explore models for pastors and church musicians to prepare collaboratively for worship.

SM 635 Choir Training For Children/Youth 3 Credits

A practical course designed to teach students how to organize and direct a comprehensive music program from preschool through high school in the church setting. The course focuses on teaching excellent vocal techniques for each level as well as appropriate music skill development. Other areas of focus include: musical readiness skills; working with preschool singers; understanding the child's voice; the changing voice; and appropriate repertoire for all ages.

SM 640 Liturgies 3 Credits

A study of the origins of liturgy, its development in the main Christian traditions, and its relation to ecclesiastical history, with particular attention given to the differing styles and traditions of liturgical music. Contemporary liturgies are viewed against this historical background.

SM 641 Hymnology 3 Credits

A study of the origins and development of Christian hymnody, with reference to the theological emphases of various periods from the beginnings to the present, aiming to arouse interest in the textual and musical content of hymns and in their effective use in worship.

SM 654 German Church Music 3 Credits

A study of church choral literature by German composers from the 16th century to the present focusing on the pre-Bach and post-Bach cantata. Class performances of selected works. Complements SM 655. Offered in rotation with other Sacred Music electives.

SM 655 Bach Cantatas 3 Credits

A study of the history, performance practices, and liturgical setting of the cantatas of J.S. Bach. Class performances of selected cantatas.

SM 690 Independent Study and Research 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

SM 710 Panorama of Sacred Music 3 Credits

This graduate-level course is a one-semester survey of those masterworks and significant musical movements that have shaped the evolution of Western Sacred Music. Beginning with the Old Testament, this course will move through all eras, highlighting important composers and liturgical trends, placing them in their appropriate cultural and theological contexts.

SM 712 Hist of Sacred Music I 3 Credits

Study and research into the history of Western Christian music and its most important genres beginning with the Old Testament and continuing until the death of J.S. Bach in 1750.

SM 713 Hist of Sacred Music II 3 Credits

Continuation of SM 712, beginning with the Classical Viennese Mass and continuing until today. Emphasis on the development of the American church and its worship music.

SM 722 Theology, Liturgy & Worship 3 Credits

A detailed study of the Bible. Principal thematic and narrative elements are correlated to the development of the church's historic liturgies and the theological principles behind them.

Master of Music: Voice Pedagogy and Performance (Pedagogy Emphasis)

Program Requirements

The voice program seeks to develop the musician by establishing a sound vocal technique and a thorough understanding of the singing voice, its literature and pedagogy. These tools are essential for the study and performance of vocal and choral literature and for training students as solo performers, professional teachers or choral conductors.

Capitalizing upon undergraduate work, students continue to build and demonstrate healthy vocal technique while deepening their knowledge of voice literature and pedagogy. Students develop a strong understanding of the complex relationships between music and poetry.

Curriculum Overview

This voice pedagogy and performance program has two emphases. The pedagogy emphasis entails private lessons, voice literature, opera, vocal pedagogy, supervised student teaching and a full recital. For students whose undergraduate work has not included a public recital, presentation of a 30-minute recital is required before work on the graduate recital may begin. Weekly coaching classes as well as studio and performance classes offer frequent performance opportunities. Two fully-staged operas, one with orchestra, are presented each year. Private vocal coaching is available (fee is charged).

Each Pedagogy Emphasis student completes a multi-course sequence in Voice Pedagogy, including voice science, methods and teaching, research, and literature. Four semesters of applied voice study culminate in a graduate recital.

Please see the Voice Handbook for language requirements.

Degree Offered

- M.M. in Voice Performance and Pedagogy (Pedagogy Track)

Contact

Margaret Cusack, M.M.T.
Professor and Chairperson
Erdman Hall 26
609-921-7100, ext. 8253
mcusack@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Department of Piano and Voice

Related Programs

- Sacred Music (p. 1149)
- Music Education (p. 1132)
- Composition (p. 1129)
- Music Theatre (p. 1163)
- Piano (p. 1147)
- Organ (p. 1140)
- Voice Pedagogy and Performance (p. 1157) (Performance Track)

- Master of Voice Pedagogy (p. 1157) (M.V.P.)

Faculty

Margaret Cusack (chair) • Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Christopher Arneson • Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

Susan S. Ashbaker • Adjunct Professor, Voice, 2006. B.M., M.M., Southern Illinois University; M.M., University of Illinois.

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Robin Massie • Adjunct Assistant Professor, Voice, 2008. B.M., Westminster Choir College; M.M., Yale University.

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Laura Brooks Rice • Professor, Voice, 1985. B.M., Georgia Southern College; M.M., Indiana University.

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Elizabeth Sutton • Adjunct Assistant Professor, Voice, 2005. B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati.

Sharon Sweet • Professor, Voice, 1999. B.S., Roberts Wesleyan College; M.M., Ithaca College.

Nova Thomas • Associate Professor, Voice, 2004. B.M., University of North Carolina, Chapel Hill; M.M., Indiana University.

Charles J. Walker • Adjunct Instructor, Voice, 1995. B.M., University of Delaware.

Sally Wolf • Adjunct Assistant Professor, Voice, 2001. B.M., Kent State University; Artist Diploma, Curtis Institute of Music.

Amy Zorn • Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Master of Music: Voice Pedagogy and Performance (Pedagogy Emphasis) Major Requirements

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
Applied Primary Study		
VC 641A	Voice Primary (4 terms)	8
Voice Science and Pedagogy		
VC 723	Voice Ped I: Voice Science	3
VC 724	Voice Ped II: Methods	3
VC 725	Voice Ped III:Tchng Practicum	3
VC 726	Voice Research	3
Performance		
Select one of the following:		1-3
VC 591	Performing in Lyric Theater	
VC 592	Opera Workshop	
VC 593	Opera Theater	
VC 705	Grad Voice Rep:Italian/French	
VC 706	Grad Voice Rep:German/English	
VC 730	The Singing Actor: Opera	
VC 731	Opera Auditions: Prep & Tech	
VC 753	Spec Topics in Voice Perf Prac	
Literature		
VC 722	Literature for Teaching	3
Select one of the following:		
VC 635	Seminar in Song Literature	
VC 661	German Lieder	
VC 662	French Melodie	
Select one of the following:		
VC 621	Oratorio Solo Literature	
VC 627	Opera Literature I	
VC 628	Opera Literature II	
VC 633	Seminar in Opera Literature	
VC 635	Seminar in Song Literature	
VC 661	German Lieder	
VC 662	French Melodie	
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir (2 terms)	2
Theory or Music History elective (1 graduate level course)		3
Core elective (1 course) ²		3
Total Credits		34-37

- ² The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis and/or area of applied study.
- ³ Prior to graduation, students must complete at least one year of undergraduate-level study in two of the three major European singing languages (Italian, German and French). Students must earn a minimum grade of "C" in these courses. Grades of "C-" or below are not accepted.
- ⁴ Students are required to present a public recital following approval by the department.

Course	Title	Credits
Year 1		
Fall Semester		
VC 641A	Voice Primary	2
VC 723	Voice Ped I: Voice Science	3
CR 509	Symphonic Choir	1
MH 731	Intro to Musicology	3
VC 591	Performing in Lyric Theater (VC 591 is suggested as a performance elective)	2
VC 661	German Lieder	3
Semester Credit Hours		14
Spring Semester		
VC 724	Voice Ped II: Methods	3
VC 641A	Voice Primary	2
CR 509	Symphonic Choir	1
VC 730	The Singing Actor: Opera ((VC 730 is recommended as a performance elective))	3
VC 662	French Melodie ((or VC 627, VC 628, VC 633 Opera Literature courses, or VC 621 Oratorio Solo Literature))	3
Semester Credit Hours		12
Year 2		
Fall Semester		
VC 641A	Voice Primary	2
VC 725	Voice Ped III:Tchng Practicum	3
VC 722	Literature for Teaching	3
VC 593R	Opera Theater (Role)	2
TH 623	Seminar in Music Theory ((or MH 733 Seminar in Music History))	3
VC 593	Opera Theater ((VC 593 is suggested as a performance elective))	2
Semester Credit Hours		15
Spring Semester		
VC 641A	Voice Primary	2
VC 726	Voice Research	3
VC 705	Grad Voice Rep:Italian/French ((or VC 706 Graduate Voice Repertoire are suggested as performance electives))	1
Core elective (3 credits)		
Oral exam		
Graduate Recital		
Semester Credit Hours		6
Total Credit Hours for Graduation		47

¹ Students are strongly encouraged to take VC 730 as an elective if they have not already selected this as a "Performance" course.

VC 591 Performing in Lyric Theater 2 Credits

Performing in Lyric Theater offers techniques for the preparation of lyric roles in a theatrical setting. It will develop elements of stagecraft, systematize a process for preparations and exploration, and introduce the working relationship with director and conductor.

Prerequisite(s): Undergraduates, VC 291 and the successful completion of Level II jury, or permission of the Chair.

VC 592 Opera Workshop 2 Credits

Introduction to opera performance. Acting exercises, character development, dramatic exploration and musical coaching culminating in a workshop-format presentation. It is recommended that VC 491 or 691 be taken before this course. This course may be repeated for credit.

Prerequisite(s): Undergraduates, successful completion of the level II voice test or permission of the chair.

VC 593 Opera Theater 2 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions, and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity.

VC 627 Opera Literature I 3 Credits

Study of the development of opera from 1600 through the Napoleonic era (ca. 1815), with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 628 Opera Literature II 3 Credits

Study of the development of opera from the early 19th century to the present, with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 633 Seminar in Opera Literature 3 Credits

An intensive study of an area of opera literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the works of a selected composer or of a specific genre of opera.

VC 635 Seminar in Song Literature 3 Credits

An intensive study of some area of art song history and literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the selected repertoire.

VC 641A Voice Primary 2 Credits**VC 661 German Lieder 3 Credits**

This survey of the German Lieder begins with its roots in the 17th and 18th centuries and continues into the 20th century. Classes will involve study of Romanticism, including philosophers and poets of the 18th and 19th centuries who were important for German Lieder. The bulk of the class involves in-depth study of the Lieder of the important composers of the genre: Haydn, Mozart, Schubert, Robert and Clara Schumann, Mendelssohn, Liszt, Brahms, Wolf, Strauss, Mahler, Schoenberg, Berg, and Webern. Class sessions will involve a balance of lecture, discussion, and student performance.

VC 662 French Melodie 3 Credits

This course is designed as a survey of the song literature of France. Students examine works for voice and piano/instruments by Berlioz, Gounod, Saint-Saëns, Bizet, Faure, Duparc, Chausson, Debussy, Ravel, Messaien, Milhaud, Poulenc, and others, analyzing their relationship to larger stylistic, social, and musicological trends. Investigation will include matters of prosody, scansion, and compositional organization, with particular attention given to matters of text setting and poetic treatment. Special emphasis will be placed on important French language poets whose literary works serve as the basis for this material. Poets will include Baudelaire, Verlaine, Hugo, Rimbaud, Mallarmé, LaForgue, Maeterlinck, and others. Poetic history and form will be covered as well as important composer/poet partnerships. Class sessions will involve a balance of lecture and discussion. Works by both well-known and lesser-known composers will be included.

VC 705 Grad Voice Rep:Italian/French 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 706 Grad Voice Rep:German/English 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 725 Voice Ped III: Tchng Practicum 3 Credits

Communication skills are explored and students develop a systematic approach to studio voice instruction. Each student is assigned at least two voice students (one adult and one teenager) to be taught both inside and outside of class. Emphasis is placed on becoming familiar with all voice classifications and basic vocal literature.

Prerequisite(s): VC 723.

VC 726 Voice Research 3 Credits

Peer reviewed research in voice is evaluated and research methodologies are explored. Class projects include research in historical, qualitative, quantitative, and mixed methods approaches.

VC 730 The Singing Actor: Opera 3 Credits

This course entails coaching of selected songs, arias or repertoire from music theater, and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

VC 731 Opera Auditions: Prep & Tech 2 Credits

This class will explore the many facets of preparing an audition for an opera role, apprentice program, or competition. At least three to four arias in contrasting styles and languages should be prepared for work in class. Areas to be addressed include vocal and dramatic presentation, networking, resume building, make-up, and photo advice. In coordination with the Office of Career Services, panel discussions with invited guests that will explore specific career-related topics will be scheduled.

Prerequisite(s): permission of the applied instructor.

VC 753 Spec Topics in Voice Perf Prac 3 Credits

Intensive performance coaching and lectures in the form of master classes where performance practice in selected topics will be taught by current faculty or distinguished alumni and specialists in their fields.

Prerequisite(s): permission of the applied instructor.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)

Prerequisite(s): VC 723, VC 724.

VC 724 Voice Ped II: Methods 3 Credits

A comparative study of various pedagogical methods and ideals. A wide range of important historical and contemporary pedagogy treatises is reviewed. Students explore exercises and vocalises for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student.

Prerequisite(s): VC 723.

Master of Music: Voice Pedagogy and Performance (Performance Emphasis)

Program Overview

More students pursue voice study at the graduate level at Westminster Choir College than any other major on campus. A strong and unique double emphasis in voice pedagogy and performance prepares our graduates to find success on the operatic and concert stages of the world, in studio and classroom teaching positions at prominent schools, universities, and churches, and in thriving private voice studios. The process-oriented approach focuses on *how*, rather than *what* to sing, enabling students to become the best possible vocal artists and independent musicians.

Curriculum Overview

This voice pedagogy and performance program has two emphases. The performance emphasis entails private lessons, voice literature, opera, vocal coaching, vocal pedagogy, and a full recital. Studio and performance classes, as well as a number of performance-oriented class options, Opera Workshop, and Opera Theatre, offer frequent performance opportunities. Two fully-staged operas, one with orchestra, are presented each year. Private vocal coaching is available (fee is charged).

Each Performance Emphasis student completes courses in applied study, voice science and pedagogy, and literature. Four semesters of applied voice study culminate in a graduate recital. For students whose undergraduate work has not included a public recital, presentation of a 30-minute recital is required before work on the graduate recital may begin.

Please see the Voice Handbook for language requirements.

Degree Offered

- M.M. in Voice Pedagogy and Performance (Performance Emphasis)

Contact

Margaret Cusack, M.M.T.

Professor and Chairperson

Erdman Hall 26

609-921-7100 ext. 8253

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Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Piano and Voice

Related Programs

- Music Education (p. 1132)
- Voice Pedagogy and Performance (p. 1154) (Pedagogy Emphasis)
- Master of Voice Pedagogy (p. 1161) (M.V.P.)

Faculty

Margaret Cusack (chair) • Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Christopher Arneson • Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

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Amy Zorn • Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
Applied Primary Study		
VC 641A	Voice Primary (3 terms)	6
VC 655A	Voice Primary (1 term)	2
Performance		
VC 593	Opera Theater	1-2
or VC 593T	Opera Theater (Tech)	
Select two of the following:		2-6
VC 591	Performing in Lyric Theater	
VC 592	Opera Workshop	
VC 705	Grad Voice Rep: Italian/French	
VC 706	Grad Voice Rep: German/English	
VC 730	The Singing Actor: Opera	
VC 731	Opera Auditions: Prep & Tech	
VC 753	Spec Topics in Voice Perf Prac	
Voice Science and Pedagogy		
VC 723	Voice Ped I: Voice Science	3
VC 724	Voice Ped II: Methods	3
Literature I		
Select one of the following:		3
VC 635	Seminar in Song Literature	
VC 661	German Lieder	
VC 662	French Melodie	
Literature II		
Select one of the following:		3
VC 621	Oratorio Solo Literature	
VC 627	Opera Literature I	
VC 628	Opera Literature II	
VC 633	Seminar in Opera Literature	

VC 635	Seminar in Song Literature	
VC 661	German Lieder	
VC 662	French Melodie	
Core		
MH 731	Intro to Musicology	3
CR 509	Symphonic Choir	2
Theory or Music History elective (1 course)		3
Core elective (1 course) ¹		3
Total Credits		34-39

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis and/or area of applied study.
- Prior to graduation, students must complete at least one year of undergraduate-level study in two of the three major European singing languages (Italian, German, and French). Students must earn a minimum grade of "C" in these courses. Grades of "C-" or below are not accepted.
- Students are required to present a public recital following approval by the department. Registration for VC655A is a pre-requisite for the approval.
- Students may repeat any individual Performance course for credit (either for elective credit or to satisfy the Performance course requirements).

Course	Title	Credits
Year 1		
Fall Semester		
VC 641A	Voice Primary	2
CR 509	Symphonic Choir	1
VC 661	German Lieder	3
or VC 635	or Seminar in Song Literature	
or VC 662	or French Melodie	
MH 731	Intro to Musicology	3
VC 591	Performing in Lyric Theater (VC 591 is suggested as a performance elective))	1-3
or VC 592	or Opera Workshop	
or VC 705	or Grad Voice Rep: Italian/French	
or VC 706	or Grad Voice Rep: German/English	
or VC 730	or The Singing Actor: Opera	
or VC 731	or Opera Auditions: Prep & Tech	
or VC 753	or Spec Topics in Voice Perf Prac	
Semester Credit Hours		10-12
Spring Semester		
VC 641A	Voice Primary	2
CR 509	Symphonic Choir	1
VC 662	French Melodie	3
or VC 627	or Opera Literature I	
or VC 628	or Opera Literature II	
or VC 633	or Seminar in Opera Literature	
or VC 635	or Seminar in Song Literature	
or VC 661	or German Lieder	
or VC 621	or Oratorio Solo Literature	
VC 723	Voice Ped I: Voice Science	3

VC 592	Opera Workshop	1-3
or VC 593	or Opera Theater	
or VC 705	or Grad Voice Rep:Italian/French	
or VC 706	or Grad Voice Rep:German/English	
or VC 730	or The Singing Actor: Opera	
or VC 731	or Opera Auditions: Prep & Tech	
or VC 753	or Spec Topics in Voice Perf Prac	

Semester Credit Hours 10-12

Year 2

Fall Semester

VC 641A	Voice Primary	2
VC 724	Voice Ped II: Methods	3
VC 593	Opera Theater	1-2
or VC 593T	or Opera Theater (Tech)	
TH 623	Seminar in Music Theory	3
or MH 733	or Seminar in Music History	

Semester Credit Hours 9-10

Spring Semester

VC 655A	Voice Primary	2
Core elective		3
Oral exam		
Graduate Recital		
Semester Credit Hours		5

Total Credit Hours for Graduation 34-39

VC 591 Performing in Lyric Theater 2 Credits

Performing in Lyric Theater offers techniques for the preparation of lyric roles in a theatrical setting. It will develop elements of stagecraft, systematize a process for preparations and exploration, and introduce the working relationship with director and conductor.

Prerequisite(s): Undergraduates, VC 291 and the successful completion of Level II jury, or permission of the Chair.

VC 592 Opera Workshop 2 Credits

Introduction to opera performance. Acting exercises, character development, dramatic exploration and musical coaching culminating in a workshop-format presentation. It is recommended that VC 491 or 691 be taken before this course. This course may be repeated for credit.

Prerequisite(s): Undergraduates, successful completion of the level II voice test or permission of the chair.

VC 593 Opera Theater 2 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593E Opera Theater (Ensemble) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593N Opera Theater (Opera NJ) 1 Credits

VC 593R Opera Theater (Role) 2 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593T Opera Theater (Tech) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions, and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity.

VC 627 Opera Literature I 3 Credits

Study of the development of opera from 1600 through the Napoleonic era (ca. 1815), with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 628 Opera Literature II 3 Credits

Study of the development of opera from the early 19th century to the present, with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 633 Seminar in Opera Literature 3 Credits

An intensive study of an area of opera literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the works of a selected composer or of a specific genre of opera.

VC 635 Seminar in Song Literature 3 Credits

An intensive study of some area of art song history and literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the selected repertoire.

VC 641A Voice Primary 2 Credits

VC 641B Voice Primary 1 Credits

VC 641C Voice Elective 2 Credits

VC 641D Voice Elective 1 Credits

VC 641E Voice Primary 2 Credits

VC 641F Voice Primary 1 Credits

VC 650 Pedagogy Capstone 1 Credits

Independent research leading to a completed capstone project, such as a pedagogical publication or presentation, development of an original or unique method of instruction, instructional materials, etc. The project must be approved by the department.

VC 655A Voice Primary 2 Credits

VC 655B Voice Primary 1 Credits

VC 655E Voice Primary 2 Credits

VC 655F Voice Primary 1 Credits

VC 657 Private Coaching 2 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 658 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 661 German Lieder 3 Credits

This survey of the German Lieder begins with its roots in the 17th and 18th centuries and continues into the 20th century. Classes will involve study of Romanticism, including philosophers and poets of the 18th and 19th centuries who were important for German Lieder. The bulk of the class involves in-depth study of the Lieder of the important composers of the genre: Haydn, Mozart, Schubert, Robert and Clara Schumann, Mendelssohn, Liszt, Brahms, Wolf, Strauss, Mahler, Schoenberg, Berg, and Webern. Class sessions will involve a balance of lecture, discussion, and student performance.

VC 662 French Melodie 3 Credits

This course is designed as a survey of the song literature of France. Students examine works for voice and piano/instruments by Berlioz, Gounod, Saint-Saëns, Bizet, Faure, Duparc, Chausson, Debussy, Ravel, Messaien, Milhaud, Poulenc, and others, analyzing their relationship to larger stylistic, social, and musicological trends. Investigation will include matters of prosody, scansion, and compositional organization, with particular attention given to matters of text setting and poetic treatment. Special emphasis will be placed on important French language poets whose literary works serve as the basis for this material. Poets will include Baudelaire, Verlaine, Hugo, Rimbaud, Mallarmé, LaForgue, Maeterlinck, and others. Poetic history and form will be covered as well as important composer/poet partnerships. Class sessions will involve a balance of lecture and discussion. Works by both well-known and lesser-known composers will be included.

VC 667 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 668 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

VC 705 Grad Voice Rep:Italian/French 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 706 Grad Voice Rep:German/English 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)

Prerequisite(s): VC 723, VC 724.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 724 Voice Ped II: Methods 3 Credits

A comparative study of various pedagogical methods and ideals. A wide range of important historical and contemporary pedagogy treatises is reviewed. Students explore exercises and vocalises for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student.

Prerequisite(s): VC 723.

VC 725 Voice Ped III:Tchng Practicum 3 Credits

Communication skills are explored and students develop a systematic approach to studio voice instruction. Each student is assigned at least two voice students (one adult and one teenager) to be taught both inside and outside of class. Emphasis is placed on becoming familiar with all voice classifications and basic vocal literature.

Prerequisite(s): VC 723.

VC 726 Voice Research 3 Credits

Peer reviewed research in voice is evaluated and research methodologies are explored. Class projects include research in historical, qualitative, quantitative, and mixed methods approaches.

VC 730 The Singing Actor: Opera 3 Credits

This course entails coaching of selected songs, arias or repertoire from music theater, and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

VC 731 Opera Auditions: Prep & Tech 2 Credits

This class will explore the many facets of preparing an audition for an opera role, apprentice program, or competition. At least three to four arias in contrasting styles and languages should be prepared for work in class. Areas to be addressed include vocal and dramatic presentation, networking, resume building, make-up, and photo advice. In coordination with the Office of Career Services, panel discussions with invited guests that will explore specific career-related topics will be scheduled.

Prerequisite(s): permission of the applied instructor.

VC 740 Seminar in Music Theater Pedagogy 3 Credits

Comprehensive study of various pedagogical approaches to teaching Music Theater singing techniques. Students explore exercises and vocalizes for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments, and other written assignments.

Prerequisite(s): VC 723.

VC 741 Music Theater Literature I 3 Credits

Survey and analysis of Music Theater literature from its roots in Tin Pan Alley through Kander and Ebb. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 742 Music Theater Literature II 3 Credits

Survey and analysis of Music Theater Literature from Sondheim to the present. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The class will also discuss the integration of pop/rock and other contemporary substyles within the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 753 Spec Topics in Voice Perf Prac 3 Credits

Intensive performance coaching and lectures in the form of master classes where performance practice in selected topics will be taught by current faculty or distinguished alumni and specialists in their fields.

Prerequisite(s): permission of the applied instructor.

VC 791 Teaching Internship 2 Credits

Teaching internship with a master teacher(s). The student will teach under faculty observation and supervision, including follow-up private discussion with the observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. May be offered on an intensive basis in conjunction with Westminster Summer Session events, such as The High School Solo Vocal Artist and/or Vocal Institute.

Master of Voice Pedagogy: Classical Track

Program Overview

Westminster's Master of Voice Pedagogy program is offered almost entirely online and is specifically designed to serve the needs of professional singers, voice teachers, school music teachers, and voice coaches who want advanced training in the art and science of voice teaching. For those interested, there is also the option of extensive voice research. Supported by the latest developments in voice science, and thoroughly grounded in practical application, the program offers the most comprehensive training for singing teachers available anywhere. Because of the high standard required for admission to this program, applications will be considered only from candidates who can document professional experience, and who have worked in their chosen field for at least five years since their undergraduate degree was completed.

Curriculum Overview

At least one course required to fulfill this degree is offered online each semester. Coursework is also offered during Westminster's six-week Summer Session, allowing degree candidates to maintain performance schedules and teaching jobs during the year.

The M.V.P. program includes courses in vocal pedagogy and literature, culminating in a substantial vocal pedagogy project completed under the guidance of a Westminster voice faculty member.

For students who elect applied voice study (fee is charged), weekly studio and performance classes offer frequent performance opportunities. Two fully-staged operas, one with orchestra, are presented each year. Private vocal coaching is available (fee is charged).

Please see the Voice Handbook for language requirements.

Degree Offered

- M.V.P. - Master of Voice Pedagogy

Contact

Christopher Arneson, D.M.A.

Erdman Hall
609-921-7100, ext. 8269
carneson@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Westminster Choir College

Related Programs

- Music Education (p. 1132)
- Voice Pedagogy and Performance (Pedagogy Emphasis (p. 1154) or Performance Emphasis (p. 1157))

Faculty

Margaret Cusack (Chair) • Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Christopher Arneson • Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

Susan S. Ashbaker • Adjunct Professor, Voice, 2006. B.M., M.M., Southern Illinois University; M.M., University of Illinois.

Lauren Athey-Janka • Adjunct Assistant Professor, Voice, 2016. B.M., Boston University, M.M., Westminster Choir College of Rider University.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Victoria Browers • Adjunct Assistant Professor, Voice, 2017. B.M., Ohio Wesleyan University, M.M. Westminster Choir College of Rider University; D.M.A. State University of New York at Stony Brook.

Elem Eley • Professor, Voice, 1987. B.M., Baylor University; M.M., Southwestern Baptist Theological Seminary.

Rochelle Ellis • Adjunct Assistant Professor, Voice, 1995. B.M.E., University of Missouri, Kansas City; M.M.E., Westminster Choir College of Rider University.

Faith Esham • Adjunct Assistant Professor, Voice, 2000. B.A., Columbia Union College; B.M., M.M., The Juilliard School.

Harold Evans • Adjunct Assistant Professor, Voice, 2007. B.S., West Chester State College; M.M., Indiana University.

Thomas Faracco • Associate Professor, Voice. 1983. B.M., M.M., Westminster Choir College.

Theodora Hanslowe • Adjunct Assistant Professor, Voice, 2016. B.A., Cornell University, A.D., Peabody Conservatory of Music.

Nancy Froysland Hoerl • Adjunct Assistant Professor, Voice, 1995. B.A., Moorhead State University; M.M., Westminster Choir College of Rider University.

Katherine Johnson • Adjunct Assistant Professor, Voice, 2006. B.M., University of Calgary; M.M., Manhattan School of Music.

Rachelle Jonck • Adjunct Associate Professor, Voice, 2007. B.M., University of Stellenbosch (South Africa)

Robin Massie • Adjunct Assistant Professor, Voice, 2008. B.M., Westminster Choir College; M.M., Yale University.

Sean McCarther • Associate Professor, Voice, 2012. B.M., Baylor University; M.M., D.M., Indiana University.

Mark Moliterno • Adjunct Associate Professor, Voice, 2005. B.M., M.M., Oberlin College Conservatory of Music.

Carolann Page • Adjunct Assistant Professor, Voice, 2008. B.M., Curtis Institute of Music.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Kathy Kessler Price • Associate Professor, Voice, 2012. B.A., University of Richmond; M.M., University of Maryland; Ph.D., University of Kansas, Lawrence.

Laura Brooks Rice • Professor, Voice, 1985. B.M., Georgia Southern College; M.M., Indiana University.

Debra Scurto-Davis • Adjunct Assistant Professor, Voice, 2004. B.M.E., Evangel College; M.M., Baylor University; S.M., University of Michigan.

Elizabeth Sutton • Adjunct Assistant Professor, Voice, 2005. B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati.

Sharon Sweet • Professor, Voice, 1999. B.S., Roberts Wesleyan College; M.M., Ithaca College.

Nova Thomas • Associate Professor, Voice, 2004. B.M., University of North Carolina, Chapel Hill; M.M., Indiana University.

Charles J. Walker • Adjunct Instructor, Voice, 1995. B.M., University of Delaware.

Sally Wolf • Adjunct Assistant Professor, Voice, 2001. B.M., Kent State University; Artist Diploma, Curtis Institute of Music.

Amy Zorn • Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Master of Voice Pedagogy: Classical Track Program Requirements

Learn more about General Graduate Requirements. (p. 1232)

Code	Title	Credits
Major Area		
VC 650	Pedagogy Capstone	1
VC 722	Literature for Teaching	3
VC 723 & VC 724	Voice Ped I: Voice Science and Voice Ped II: Methods	6
VC 791	Teaching Internship ¹	2
Literature Courses		
VC 661	German Lieder	3
VC 662	French Melodie	3
Core		
MH 731	Intro to Musicology	3
	Theory or Music History elective (1 course)	3
	Core elective ²	3
Electives		

Free electives ³	5
Total Credits	32

- ¹ Students who have had significant teaching experience in American schools may petition to substitute another graduate course for VC 791. The department, if granting, will specify acceptable course alternatives.
- ² The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis and/or area of applied study.
- ³ Students may fulfill free elective requirements through completion of summer workshops and/or Saturday Seminars with prior approval of the Voice Department.

Notes

- Students with limited prior singing experience, as determined through departmental evaluation of past vocal study, performance career and/or performing skill as demonstrated through live or recorded performance, may be required to complete up to four credits of applied voice instruction in addition to the major area course requirements. Such required developmental lessons will result in additional charges.
- In addition to the above requirements, all students must demonstrate competency in at least two of the three major European singing languages (Italian, German, French). This may occur through completion of at least one year of college-level study in each language, intensive work through language institutes or practical experience living and/or working in a foreign country, as verified by diagnostic testing at Westminster.

Academic Plan of Study

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Code	Title	Credits
Pedagogy Courses		
It is preferable that the pedagogy courses be taken in the following order:		
VC 723	Voice Ped I: Voice Science	3
VC 724	Voice Ped II: Methods	3
VC 722	Literature for Teaching	3
VC 791	Teaching Internship ¹	2
VC 650	Pedagogy Capstone	1
Literature Courses		
VC 661	German Lieder	3
VC 662	French Melodie	3
Core Courses		
MH 731	Intro to Musicology	3
	One Theory (TH) or Music History (MH) elective	3
	Core elective ²	3
	Free Electives ³	5
Total Credits		32

Footnotes

- ¹ Students who have had significant teaching experience in American schools may petition to substitute another graduate level course for VC 791. The department, if granting a substitution, will specify acceptable course alternatives.
- ² The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis and/or area of applied study.
- ³ Students may fulfill free elective requirements through completion of summer workshops and/or Saturday Seminars with prior approval of the Voice Department.

Notes

1. Students with limited prior singing experience, as determined through departmental evaluation of past vocal study, performance career and/or performing skill as demonstrated through live or recorded performance, may be required to complete up to four (4) credits of applied voice instruction in addition to the major area course requirements. Such required developmental lessons will result in additional charges.
2. In addition to the above requirements, all students must demonstrate competency in at least two of the three major European singing languages (Italian, German, French). This may occur through completion of at least one year of college-level study in each language, intensive work through language institutes, or practical experience living and/or working in a foreign country, as verified by diagnostic testing at Westminster.

Courses and Descriptions

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

VC 650 Pedagogy Capstone 1 Credits

Independent research leading to a completed capstone project, such as a pedagogical publication or presentation, development of an original or unique method of instruction, instructional materials, etc. The project must be approved by the department.

VC 661 German Lieder 3 Credits

This survey of the German Lieder begins with its roots in the 17th and 18th centuries and continues into the 20th century. Classes will involve study of Romanticism, including philosophers and poets of the 18th and 19th centuries who were important for German Lieder. The bulk of the class involves in-depth study of the Lieder of the important composers of the genre: Haydn, Mozart, Schubert, Robert and Clara Schumann, Mendelssohn, Liszt, Brahms, Wolf, Strauss, Mahler, Schoenberg, Berg, and Webern. Class sessions will involve a balance of lecture, discussion, and student performance.

VC 662 French Melodie 3 Credits

This course is designed as a survey of the song literature of France. Students examine works for voice and piano/instruments by Berlioz, Gounod, Saint-Saëns, Bizet, Faure, Duparc, Chausson, Debussy, Ravel, Messaien, Milhaud, Poulenc, and others, analyzing their relationship to larger stylistic, social, and musicological trends. Investigation will include matters of prosody, scansion, and compositional organization, with particular attention given to matters of text setting and poetic treatment. Special emphasis will be placed on important French language poets whose literary works serve as the basis for this material. Poets will include Baudelaire, Verlaine, Hugo, Rimbaud, Mallarmé, LaForgue, Maeterlinck, and others. Poetic history and form will be covered as well as important composer/poet partnerships. Class sessions will involve a balance of lecture and discussion. Works by both well-known and lesser-known composers will be included.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)

Prerequisite(s): VC 723, VC 724.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 724 Voice Ped II: Methods 3 Credits

A comparative study of various pedagogical methods and ideals. A wide range of important historical and contemporary pedagogy treatises is reviewed. Students explore exercises and vocalises for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student.

Prerequisite(s): VC 723.

VC 791 Teaching Internship 2 Credits

Teaching internship with a master teacher(s). The student will teach under faculty observation and supervision, including follow-up private discussion with the observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. May be offered on an intensive basis in conjunction with Westminster Summer Session events, such as The High School Solo Vocal Artist and/or Vocal Institute.

Master of Voice Pedagogy: Music Theatre Track

Overview

Westminster's Master of Voice Pedagogy program is offered entirely online and is specifically designed to serve the needs of professional singers, voice teachers, school music teachers, and voice coaches who want advanced training in the art and science of voice teaching. This particular track focuses on the pedagogy and science associated with music theater genres. Supported by the latest developments in voice science, and thoroughly grounded in practical application, the program offers the most comprehensive training for singing teachers available anywhere in an entirely online format. Preference is given to candidates

who can document professional experience and who have worked in their chosen field for at least three years since their undergraduate degree was completed.

Curriculum Overview

At least one course required to fulfill this degree is offered online each semester. Coursework is also offered during Westminster's six-week Summer Session, allowing degree candidates to maintain performance schedules and teaching jobs during the year.

The M.V.P: MT Track includes courses in music theater pedagogy and literature, culminating in a substantial vocal pedagogy project completed under the guidance of a Westminster voice faculty member.

Degree Offered

- M.V.P. - Master of Voice Pedagogy

Contact

Sean McCarther, D.M.A.
Taylor Hall
609-921-7100, ext. 88301
smccarther@rider.edu

Program Website: www.rider.edu/wcc (<http://www.rider.edu/wcc>)

Associated Department: Westminster Choir College

Related Programs

- Music Education (p. 1132)
- Voice Pedagogy and Performance (Pedagogy Emphasis (p. 1154) or Performance Emphasis (p. 1157))

Faculty

Margaret Cusack (chair) • Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Christopher Arneson • Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

Susan S. Ashbaker • Adjunct Professor, Voice, 2006. B.M., M.M., Southern Illinois University; M.M., University of Illinois.

Lauren Athey-Janka • Adjunct Assistant Professor, Voice, 2016. B.M., Boston University, M.M., Westminster Choir College of Rider University.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Victoria Browers • Adjunct Assistant Professor, Voice, 2017. B.M., Ohio Wesleyan University, M.M. Westminster Choir College of Rider University; D.M.A. State University of New York at Stony Brook.

Elem Eley • Professor, Voice, 1987. B.M., Baylor University; M.M., Southwestern Baptist Theological Seminary.

Rochelle Ellis • Adjunct Assistant Professor, Voice, 1995. B.M.E., University of Missouri, Kansas City; M.M.E., Westminster Choir College of Rider University.

Faith Esham • Adjunct Assistant Professor, Voice, 2000. B.A., Columbia Union College; B.M., M.M., The Juilliard School.

Harold Evans • Adjunct Assistant Professor, Voice, 2007. B.S., West Chester State College; M.M., Indiana University.

Thomas Faracco • Associate Professor, Voice. 1983. B.M., M.M., Westminster Choir College.

Theodora Hanslowe • Adjunct Assistant Professor, Voice, 2016. B.A., Cornell University, A.D., Peabody Conservatory of Music.

Nancy Froysland Hoerl • Adjunct Assistant Professor, Voice, 1995. B.A., Moorhead State University; M.M., Westminster Choir College of Rider University.

Katherine Johnson • Adjunct Assistant Professor, Voice, 2006. B.M., University of Calgary; M.M., Manhattan School of Music.

Rachelle Jonck • Adjunct Associate Professor, Voice, 2007. B.M., University of Stellenbosch (South Africa)

Robin Massie • Adjunct Assistant Professor, Voice, 2008. B.M., Westminster Choir College; M.M., Yale University.

Sean McCarther • Associate Professor, Voice, 2012. B.M., Baylor University; M.M., D.M.A., Indiana University.

Mark Moliterno • Adjunct Associate Professor, Voice, 2005. B.M., M.M., Oberlin College Conservatory of Music.

Carolann Page • Adjunct Assistant Professor, Voice, 2008. B.M., Curtis Institute of Music.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Kathy Kessler Price • Associate Professor, Voice, 2012. B.A., University of Richmond; M.M., University of Maryland; Ph.D., University of Kansas, Lawrence.

Laura Brooks Rice • Professor, Voice, 1985. B.M., Georgia Southern College; M.M., Indiana University.

Debra Scurto-Davis • Adjunct Assistant Professor, Voice, 2004. B.M.E., Evangel College; M.M., Baylor University; S.M., University of Michigan.

Elizabeth Sutton • Adjunct Assistant Professor, Voice, 2005. B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati.

Sharon Sweet • Professor, Voice, 1999. B.S., Roberts Wesleyan College; M.M., Ithaca College.

Nova Thomas • Associate Professor, Voice, 2004. B.M., University of North Carolina, Chapel Hill; M.M., Indiana University.

Charles J. Walker • Adjunct Instructor, Voice, 1995. B.M., University of Delaware.

Sally Wolf • Adjunct Assistant Professor, Voice, 2001. B.M., Kent State University; Artist Diploma, Curtis Institute of Music.

Amy Zorn • Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Master of Voice Pedagogy: Music Theatre Track Program Requirements

Learn more about General Graduate Requirements. (p. 1232)

(32 credits)

Code	Title	Credits
VC 650	Pedagogy Capstone	1
VC 722	Literature for Teaching	3
VC 723	Voice Ped I: Voice Science	3
VC 740	Seminar in Music Theater Pedagogy	3
VC 741	Music Theater Literature I	3
VC 742	Music Theater Literature II	3
VC 791	Teaching Internship ²	2
Core		
MH 731	Intro to Musicology	3
Core Elective ¹		3
Theory or History elective		3
Electives		
Free electives ³		5

- ¹ The core elective must be a single, 3-credit graduate-level course outside the student's major area, area of emphasis and/or area of applied study.
- ² Students who have had significant teaching experience in American schools may petition to substitute another graduate course for VC 791. The department, if granting, will specify acceptable course alternatives.
- ³ Students may fulfill free elective requirements through completion of summer workshops and/or Saturday Seminars with prior approval of the Voice Department.

Academic Plan of Study

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

Code	Title	Credits
Pedagogy Courses		
It is preferable that the pedagogy courses be taken in the following order:		
VC 723	Voice Ped I: Voice Science	
VC 741	Music Theater Literature I	
VC 740	Seminar in Music Theater Pedagogy	
VC 742	Music Theater Literature II	
VC 722	Literature for Teaching	
VC 791	Teaching Internship ¹	
VC 650	Pedagogy Capstone	
Core Course		
MH 731	Intro to Musicology	
Core Elective ²		
Theory or History Elective		
Free Electives for five credits total ³		

- ¹ Students who have had significant teaching experience in American schools may petition to substitute another graduate level course for VC 791. The department, if granting a substitution, will specify acceptable course alternatives.
- ² The core elective must be a single, 3 credit graduate-level course outside of the student's major area, area of emphasis, and/or area of applied study.
- ³ Students may fulfill free elective requirements through completion of summer workshops and/or Saturday Seminars with prior approval of the Voice Department.

Courses and Descriptions

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

VC 650 Pedagogy Capstone 1 Credits

Independent research leading to a completed capstone project, such as a pedagogical publication or presentation, development of an original or unique method of instruction, instructional materials, etc. The project must be approved by the department.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)
Prerequisite(s): VC 723, VC 724.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 740 Seminar in Music Theater Pedagogy 3 Credits

Comprehensive study of various pedagogical approaches to teaching Music Theater singing techniques. Students explore exercises and vocalizes for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments, and other written assignments.

Prerequisite(s): VC 723.

VC 741 Music Theater Literature I 3 Credits

Survey and analysis of Music Theater literature from its roots in Tin Pan Alley through Kander and Ebb. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 742 Music Theater Literature II 3 Credits

Survey and analysis of Music Theater Literature from Sondheim to the present. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The class will also discuss the integration of pop/rock and other contemporary substyles within the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 791 Teaching Internship 2 Credits

Teaching internship with a master teacher(s). The student will teach under faculty observation and supervision, including follow-up private discussion with the observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. May be offered on an intensive basis in conjunction with Westminster Summer Session events, such as The High School Solo Vocal Artist and/or Vocal Institute.

Academic Support Services

Rider University offers a wide array of academic support services. Additional information regarding each of these can be found on Rider's

Web site (<http://www.rider.edu/academics/academic-support-services>).
(<http://www.rider.edu/academics/academic-support-services>)

Registrar (<http://www.rider.edu/academics/academic-support-resources/registrar>)

Responsible for academic records, registration processing, degree and attendance verification, transcripts, grade reporting, veterans services, and maintenance of the student and course information system.

Career Development and Success (<http://www.rider.edu/careerservices>)

Provides resume assistance, interview preparation, job search/postings, networking, career fairs, graduate school preparation, alumni services, employer partnerships and more.

Student Support Services (<http://www.rider.edu/academics/academic-support-resources/student-support-services>)

A comprehensive academic support program designed to increase performance, retention and graduation rates, primarily of first-generation college students.

Academic Success Center (<http://www.rider.edu/academics/academic-support-resources/student-success-center>)

Offers free tutoring and other programs to enhance learning and development.

Services for Students with Disabilities (<http://www.rider.edu/academics/academic-support-resources/services-students-disabilities>)

Ensures equal access by providing services for all students with qualifying documented disabilities.

Math Skills Lab (<http://www.rider.edu/academics/academic-support-resources/math-skills-lab>)

Offers peer tutoring in individual or group settings to help students develop stronger math concepts and strategies.

Reading Courses (<http://www.rider.edu/academics/academic-support-resources/reading-courses>)

Rider University offers an introductory course in College Reading, CRC 100.

Academic Calendar

Fall Semester 201 (p. 1166)8

Spring Semester 201 (p. 1167)9

- Withdrawal Information (p. 1167)
- Course Cancellations (p. 1167)
- Commencement Information (p. 1168)

Fall Semester 2018

August

28 Tuesday	Graduate Testing
29 Wednesday	New Student move-in
29 - 30 Wednesday - Thursday	Undergraduate Testing, Orientation, Choral Hearings/Ensemble Auditions
30 Thursday	Returning Student move-in
31 Friday	Registration

September

3 Monday	Labor Day - College Closed
4 Tuesday	Lawrenceville Convocation • SRC • 11 a.m. WCC Fall Convocation • Bristol Chapel • 4:30 p.m. Westminster Choir callbacks • 6:30 p.m.
5 Wednesday	Classes Begin
11 Tuesday	Last day to add courses
17 Monday	Unresolved Summer II Incomplete grades default to "F"
18 Tuesday	Last day to drop courses
Sept 19 - Oct 23	Withdrawal Period I, instructor signature not required

October

1 Monday	Deadline to apply for December 2018 or January 2019 graduation
15 Monday	Spring 2019 course selection begins
22 Monday	PRINCETON CAMPUS FALL INTERMEZZO classes at or after 6:30 pm will be held - no weekend events on 10/20 or 10/21 except Sat. Seminar
23 Tuesday	Last day for course withdrawal without instructor's signature Midterm grades due
Oct 24 - Nov 20	Withdrawal Period II, instructor's signature required

November

1 Thursday	Deadline to schedule fall oral examination
2 Friday	Spring 2019 course selection ends
2 - 4 Friday - Sunday	Family Weekend
20 Tuesday	Last day for course withdrawal with instructor's signature
Nov 21 - Dec 7	Withdrawal III, psychological or physiological incapacity (medical documentation required)
21 Wednesday	Residence halls close • 12 p.m.
21- 24 Wednesday - Saturday	Thanksgiving Recess
25 Sunday	Residence halls reopen • 11 a.m.
26 Monday	Classes Resume

December

7 Friday	Last day to hold Graduate Oral Examination
7 - 8 Friday-Saturday	Readings and Carols
8 Saturday	Last day of classes (LAW)

10 Monday	Last day of classes (WCC) Exam date for Monday evening classes
11 - 14 Tuesday-Friday	Final Exams and Juries (WCC)
12 Wednesday	Exams for Monday WCC daytime and all Wednesday evening classes
15 - 16 Saturday-Sunday	Reading Days
17 - 18 Monday-Tuesday	Final Exams and Juries (WCC)
19 Wednesday	Residence halls close • 12 p.m.
21 Friday	Final grades due • 12 p.m.

Spring Semester 2019

January

2 Wednesday	January Term begins
18 Friday	January Term ends
21 Monday	Martin Luther King, Jr. Day (Closed)
24 - 25 Thursday-Friday	Orientation for new students
25 Friday	Registration for Spring 2019 New student choral hearings Unresolved Fall 2018 Incomplete grades default to "F"
26 Saturday	Residence halls open • 9 a.m.
28 Monday	Classes begin

February

1 Friday	Last day to add courses
8 Friday	Last day to drop courses
11 Monday	Withdrawal Period I begins, instructor's signature not required
15 Friday	Deadline to apply for May 2019 graduation

March

11 Monday	Fall 2019 course selection begins
15 Friday	Last day for course withdrawal without instructor's signature Midterm grades due
16 Saturday	Residence halls close • 12 p.m.
18 - 22 Monday-Friday	Spring Break; no classes or lessons
March 18 - April 19	Withdrawal Period II, instructor's signature required
24 Sunday	Residence halls reopen • 2 p.m.
25 Monday	Classes Resume

April

1 Monday	Deadline to schedule spring oral examination
1 Monday	Deadline for summer graduates to declare intent to participate in May Commencement
5 Friday	Fall 2019 Course Selection Ends
15 Saturday	Spring Fling
19 Friday	Last day for course withdrawal with instructor's signature

25 Thursday Westminster Spring Convocation • Bristol Chapel • 11:30 a.m.

April 22 - May 3 Withdrawal III, psychological or physiological incapacity (medical documentation required)

May

3 Friday	Last day to hold Graduate Oral Examination Last day of classes
6 - 7 Monday-Tuesday	Final Exams and Juries
8 Wednesday	Reading Day
9 - 10 Thursday-Friday	Final Exams and Juries
11 - 12 Saturday-Sunday	Reading Days
13 - 14 Monday-Tuesday	Final Exams and Juries
16 - 17 Thursday-Friday	Alumni Week
17 Friday	Final grades due • 12 p.m. Westminster Commencement • Princeton University Chapel • 4:00 p.m.
18 Saturday	Lawrenceville Commencement Residence halls close • 8 p.m.
20 Monday	Summer Session I begins

June

3 Monday	Deadline to apply for August 2019 graduation
3 Monday	Deadline to schedule summer oral examination
14 Friday	Unresolved Spring 2019 Incomplete grades default to "F". Last day of classes of Summer Session II is the last day to hold summer Graduate Oral Examination

Withdrawal Information

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

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

Cancellation of Classes

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

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

Students may sign up for Rider Alert at www.rider.edu/rideralert (<http://www.rider.edu/rideralert>)

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

Commencement Information

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

Faculty

Frank Abrahams

Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Christopher Arneson

Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

Susan S. Ashbaker

Adjunct Professor, Voice, 2006. B.M., M.M., Southern Illinois University; M.M., University of Illinois.

Lauren Athey-Janka

Adjunct Assistant Professor, Voice. B.M. Boston University, M.M., Westminster Choir College of Rider University.

Dalton Baldwin

Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Ena Bronstein Barton

Adjunct Associate Professor, Piano, 1983. Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile.

Ryan Brandau

Adjunct Assistant Professor, Conducting, 2012. A.B., Princeton University; M.Ph., University of Cambridge; M.M., D.M.A., Yale University.

Victoria Browers

Adjunct Assistant Professor, Voice, 2017. B.M., Ohio Wesleyan University, M.M. Westminster Choir College of Rider University; D.M.A. State University of New York at Stony Brook.

Elly Sparks Brown

Adjunct Assistant Professor, Arts and Sciences, 2013. B.A., Seton Hill University; M.A., The Catholic University of America; M.Div., Virginia Theological Seminary; D.Min., Wesley Theological Seminary.

Vinroy Brown

Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.

Janet Cape

Associate Professor and Chair, Music Education, 2010. B.M., University of Victoria; M.M., Arizona State University; D.M.A., Arizona State University.

Christian Carey

Associate Professor, Theory, 2004. B.M., Juilliard; M.M., Boston University; Ph.D., Rutgers University.

Victoria Chow

Adjunct Assistant Professor, Piano, 2018. B.M., M.M., Westminster Choir College.

Mi-Hye Chyun

Associate Professor-Librarian and Chair, Talbott Library faculty, 1991. B.A., Sungkunkwan University, Korea; M.A. in L.S., University of Maryland.

Ingrid Clarfield

Professor, Piano, 1982. B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester.

Margaret Cusack

Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Elem Eley

Professor, Voice, 1987. B.M., Baylor University; M.M., Southwestern Baptist Theological Seminary.

Rochelle Ellis

Adjunct Assistant Professor, Voice, 1995. B.M.E., University of Missouri, Kansas City; M.M.E., Westminster Choir College of Rider University.

Faith Esham

Adjunct Assistant Professor, Voice, 2000. B.A., Columbia Union College; B.M., M.M., The Juilliard School.

Harold Evans

Adjunct Assistant Professor, Voice, 2007. B.S., West Chester State College; M.M., Indiana University.

Thomas Faracco

Associate Professor, Voice. 1983. B.M., M.M., Westminster Choir College.

Charles Frantz

Adjunct Associate Professor, Theory/Music History, 2000. B.M., M.M., Temple University; Ph.D., Rutgers University.

James Goldsworthy

Professor, Piano, 1996. B.M., M.M., Southern Methodist University; D.M.A., Stanford University.

Theodora Hanslowe

Adjunct Assistant Professor, Voice, 2016. B.A. Cornell University, A.D. Peabody Conservatory.

R. Douglas Helvering

Adjunct Associate Professor, Theory, 2009. B.M., University of Nebraska; M.M., Westminster Choir College; D.M.A., University of Kansas.

Ronald A. Hemmel

Professor, Theory, and Director, Music Computing Center, 1994. B.M., Westminster Choir College; M.M., James Madison University; M.Phil., Ph.D., Rutgers University.

Nancy Froysland Hoerl

Adjunct Assistant Professor, Voice, 1995. B.A., Moorhead State University; M.M., Westminster Choir College of Rider University.

Eric Hung

Associate Professor, Music History, 2004. A.R.C.T., Royal Conservatory of Music; B.A., Wesleyan University; Ph.D., Stanford University.

Katherine Johnson

Adjunct Assistant Professor, Voice, 2006. B.M., University of Calgary; M.M., Manhattan School of Music.

Rachelle Jonck

Adjunct Associate Professor, Voice, 2007. B.M., University of Stellenbosch (South Africa)

James Jordan

Professor, Conducting, 1991. B.M., Susquehanna University; M.M., Ph.D., Temple University.

Jay Kawarsky

Professor, Theory, 1989. B.M.E., Iowa State University; M.M., D.M., Northwestern University.

Anthony Kosar

Professor, Music Composition, History, & Theory, 1984. B.M., West Liberty State College; M.M., Southern Illinois University; Ph.D., The Ohio State University.

Phyllis Lehrer

Professor, Piano, 1975. A.B., University of Rochester; M.S., Juilliard School.

David Leifer

Adjunct Assistant Professor, Piano, 2011. B.M., M.M., Westminster Choir College; D.M.A., University of Michigan.

Elena Livingstone-Ross

Adjunct Assistant Professor, Arts and Sciences, 1995. Graduate, Polytechnic Institute of Leningrad; B.A., Grinnell College; M.A., Princeton University.

Robin Massie

Adjunct Assistant Professor, Voice, 2008. B.M., Westminster Choir College of Rider University; M.M., Yale University.

Carmen Mateiescu

Adjunct Assistant Professor, Theory/Music History, 2007. B.M., M.M., University of Music (Bucharest); Ph.D., Rutgers University.

Sean McCarther

Associate Professor, Voice, 2012. B.M., Baylor University; M.M., D.M., Indiana University.

Ute Mehnert

Adjunct Assistant Professor, Arts and Sciences, 2011. M.A., Ph.D., University of Cologne.

Joe Miller

Professor, Conducting, Organ and Sacred Music, 2006. B.S., University of Tennessee; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati.

Sharon Mirchandani

Professor, Theory, 1997. B.M., Bowling Green State University; M.M., Temple University; Ph.D., Rutgers University.

Mark Moliterno

Adjunct Associate Professor, Voice, 2005. B.M., M.M., Oberlin College Conservatory of Music.

Alan Morrison

Adjunct Associate Professor, Organ, 2006. B.M., M.M., Curtis Institute of Music.

Sharon Morrow

Adjunct Associate Professor, Music Education, 2008. B.F.A., California State University at Fullerton; M.M., University of Wisconsin-Madison.

Maureen Murphy-Fernandez

Adjunct Instructor, Music Education, 2016. B.S., West Chester University.

Jane Nowakowski

Associate Professor-Librarian, 1990. B.M., Westminster Choir College; M.L.S., Rutgers University.

Colin M. Oettle

Adjunct Instructor, Music Education, 2013. B.M., Ithaca College; M.M., Rutgers University.

Marshall Onofrio

Professor, Music Education, 2007. 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.

Carolann Page

Adjunct Assistant Professor, Voice, 2008. B.M., Curtis Institute of Music.

Thomas Parente

Associate Professor, Piano, 1993. B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music; Ed.D., Teachers College, Columbia University.

J.J. Penna

Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Iris Perry

Adjunct Assistant Professor, Piano, 2018. B.M., Peabody Conservatory; M.M., Yale University; D.M., Indiana University.

Joel Phillips

Professor, Theory, 1985. M.M., Eastman School of Music, University of Rochester; B.M., D.M.A., University of Alabama.

Steve Pilkington

Associate Professor, Sacred Music, and Director of Chapel, 1992. B.A., St. Olaf College; M.M., University of Illinois; Ph.D., Drew University.

Agnes Poltorak

Adjunct Assistant Professor, Piano, 2000. B.M., University of British Columbia, Canada; M.M., Westminster Choir College of Rider University.

Kathy Kessler Price

Associate Professor, Voice, 2012. B.A., University of Richmond; M.M., University of Maryland; Ph.D., University of Kansas, Lawrence.

Justin Proffitt

Adjunct Instructor, Piano, 2012. B.M., Bob Jones University; M.M., Westminster Choir College.

Amanda Quist

Associate Professor, Conducting, 2010. B.M., Western Michigan University; M.M., Western Michigan University; D.M.A., University of North Texas.

Laura Brooks Rice

Professor, Voice, 1985. B.M., Georgia Southern College; M.M., Indiana University.

Jason N. Roberts

Adjunct Assistant Professor, Organ, 2017. B.M., Rice University; M.M., Yale University; D.M.A., Manhattan School of Music

Elizabeth Scheiber

Professor, Voice, 2002. B.A., Western Kentucky University; M.A. Indiana University; Ph.D. Indiana University.

Kathleen Scheide

Adjunct Assistant Professor, Harpsichord, 2006. B.M., M.M., New England Conservatory, D.M.A., University of Southern California.

Debra Scurto-Davis

Adjunct Assistant Professor, Voice, 2004. B.M.E., Evangel College; M.M., Baylor University; S.M., University of Michigan.

Kathleen Ebling Shaw

Adjunct Instructor, Sacred Music, 1991. B.M., Westminster Choir College.

Tom T. Shelton, Jr.

Associate Professor, Sacred Music, 2012. B.M., M.M., University of North Carolina at Greensboro.

Betty Handelman Stoloff

Adjunct Associate Professor, Piano, 1978. B.M.A., University of Michigan; M.A., Columbia University.

Elizabeth Sutton

Adjunct Assistant Professor, Voice, 2005. B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati.

Sharon Sweet

Professor, Voice, 1999. B.S., Roberts Wesleyan College; M.M., Ithaca College.

Robert Terrio

Associate Professor-Librarian, 2002. B.M., Berklee College of Music; M.M., University of Massachusetts; M.L.S., Rutgers University.

Nova Thomas

Associate Professor, Voice, 2004. B.M., University of North Carolina, Chapel Hill; M.M., Indiana University.

Timothy Urban

Adjunct Assistant Professor, Theory, 2005. 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.

Charles J. Walker

Adjunct Instructor, Voice, 1995. B.M., University of Delaware.

Reba Wissner

Adjunct Assistant Professor, Theory, 2015. B.A., Hunter College; M.F.A., Ph.D., Brandeis University.

Sally Wolf

Adjunct Assistant Professor, Voice, 2001. B.M., Kent State University; Artist Diploma, Curtis Institute of Music.

Stefan Young

Professor, Theory, 1979. B.M., Rollins College; M.M., The Juilliard School; Ph.D., Rutgers University.

Amy Zorn

Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Faculty Emeriti**Barton Bartle**

Professor Emeritus, Theory, 1973. B.M., M.M., University of Michigan; Ph.D., University of Illinois.

Robert Carwithen

Adjunct Professor Emeritus, Organ. B.M., Curtis Institute of Music; M.M., Westminster Choir College of Rider University.

Harriet Chase

Professor Emerita, Theory. B.M., University of Wisconsin; M.M., Eastman School of Music, University of Rochester; Ph.D., Indiana University.

Diana Crane

Professor Emerita, Voice, 1986. B.A., Leicester University, England; M.Ed., London University.

William Dalglish

Associate Professor Emeritus, Music History. B.M., Southeastern Louisiana College; M.M., Indiana University.

Robert Evans

Professor Emeritus, Arts and Sciences. B.A., Stanford University; B.D., Princeton Theological Seminary; D.Theol., University of Basel, Switzerland.

Ronald Filler

Professor Emeritus, Music Education, 1985. B.A., Union College; M.A., Rider College; M.S., D.Ed., University of Tennessee.

Joseph Flummerfelt

Professor Emeritus, Conducting. B.S.M., DePauw University; M.M., Philadelphia Conservatory of Music; D.M. (hon.), DePauw University; D.M.A., University of Illinois.

Anne Ackley Gray

Professor Emerita, Voice, 1982. B.A., Sarah Lawrence College; M.M., New England Conservatory.

Jeannette Jacobson

Associate Professor-Librarian Emerita. B.S., University of Wisconsin, Stevens Point; M.S. in L.S., University of Wisconsin.

Helen Kemp

Professor Emerita, Church Music and Voice. B.M., D.M. (hon.), Westminster Choir College of Rider University.

Marvin Keenze

Professor Emeritus, Voice, and Co-Director, Voice Resource Center, 1976. B.M., M.M., Westminster Choir College of Rider University.

Lois Lavery

Professor Emerita, Voice. B.M., M.M., Westminster Choir College; Artist's Diploma, Vienna Academy of Music, Austria.

Robin A. Leaver

Professor Emeritus, Sacred Music, 1984. Dipl. in Theol., Trinity College, Bristol, England; D.Theol., State University of Groningen, Netherlands.

Donald McDonald

Professor Emeritus, Organ. B.M. Curtis Institute of Music; M.S.M., S.M.D., Union Theological Seminary.

Joan Hult Lippincott

Professor Emerita, Organ. B.M., M.M., Westminster Choir College of Rider University.

Frances Poe

Professor Emerita, Music Education. B.M., University of Georgia; M.M., Ph.D., Indiana University.

Nancy Wicklund

Professor-Librarian Emerita, 1970. B.M., Westminster Choir College; M.S. in L.S., Drexel University.

Peter D. Wright

Professor Emeritus, Theory/Music History, 1965. B.S., Juniata College; M.A., Ph.D., Eastman School of Music, University of Rochester.

David Stanley York

Professor Emeritus, Theory. B.M., Yale University; M.M., Westminster Choir College of Rider University.

UNDERGRADUATE COURSES AND DESCRIPTIONS

Arts and Sciences (AS)

AS 490 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

AS 491 Arts & Science Internship 1-12 Credits

This course requires 95 hours for each three credits for which the student enrolls. The student is required to spend 13 weeks of on-site participation in a broad range of daily operations at an internship site. In addition, there are group meetings with all students participating in internships and site-analysis assignments given under the direction of Arts and Sciences faculty. Students may enroll for a maximum of 12 credits of internships.

Prerequisite(s): at least junior level standing.

Arts (AR)

AR 111 Survey of Art History I 3 Credits

A survey of Western art - architecture, sculpture, painting - from prehistoric times, is presented against the background of chronological and intellectual history.

AR 112 Survey of Art History II 3 Credits

Crucial artistic tendencies in Western art of the 19th and 20th centuries are introduced and discussed against their historical and intellectual setting. A brief background of art history from previous centuries is presented in order to appreciate these developments.

AR 216 Acting I 3 Credits

This course provides an introduction to basic techniques of realistic acting using exercises, improvisation and scene study. The emphasis is on honesty and commitment to action in order to be able to create real life in an imaginary world.

AR 217 Improvisation & Movement 3 Credits

Using theater games, students explore themselves as individuals and members of a group. The course uses scenes, skits, dances and games to help students overcome their fears and insecurities, enabling them to develop their creativity, spontaneity, honesty, concentration, and commitment to action. The class also explores body movement as a means of heightening dramatic expression.

Conducting (CR)

CR 109 Chapel Choir 1 Credits

Comprised of undergraduate students in their first year of study, Chapel Choir focuses on music for men's, women's, and mixed chorus. The ensemble provides the fundamentals of artistic choral ensemble singing and a foundation for all Westminster choral ensembles. Placement hearing required.

CR 209 Schola Cantorum 1 Credits

Comprised of undergraduate students in their second year of study, Schola Cantorum focuses on music for mixed chorus and continues to build and refine the skills developed in Chapel Choir. This ensemble presents campus, community, and regional performances. Placement hearing required.

CR 215 Fundamentals of Conducting 3 Credits

This course provides the foundation of conducting technique and philosophy as it relates to choral ensemble. Primarily, it deals with the development of basic pedagogical proficiencies, specifically alignment, Laban gestural vocabulary, breathing, beat patterns, consistent tempo, and the development of expressive gesture for relaying various styles of music, i.e., legato, staccato and marcato. Basic philosophical understandings concerning the human aspects of the music making process and the role the conductor plays in that process also are emphasized. Specific techniques for dealing with technical elements, e.g., fermata, dynamics, changes of tempo, contrasts in style, also are covered. The overall focus of the course is to establish the important relationship between ear, body, and the choral sound.

Prerequisite(s): TH 141.

CR 315 Techniques of Conducting 3 Credits

Continued development of conducting technique with emphasis on more complex styles and patterns, and on communication through appropriate gestures. Further improvement in conducting various dynamics and articulations, as well as more effective use of the left hand. Rehearsal procedures, repertoire programming, score preparation, and baton techniques are incorporated into the course.

Prerequisite(s): CR 215.

CR 490 Independent Study and Research 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

Harpsichord (HP)

HP 101B Harpsichord Primary 1 Credits

HP 101C Harpsichord Elective 2 Credits

HP 101D Harpsichord Elective 1 Credits

HP 101E Harpsichord Elective 2 Credits

HP 101F Harpsichord Elective 1 Credits

HP 101G Harpsichord Elective 2 Credits

HP 201B Harpsichord Primary 1 Credits

Language/Literature (LL)

LL 037 College Reading and Writing 3 Credits

Required for students placed into this course as a result of the basic skills English testing program. This intensive course reviews effective reading, writing, and study processes and leads students to the level of mastery required to begin LL 131 English Composition the following semester.

LL 131 English Composition 3 Credits

An intensive essay writing course that provides students with the analytical, rhetorical and research skills needed to write well in many disciplines. Source-based writing is emphasized, culminating in a significant research project. In-class and outside-class writing methods are explored, leading students to master their individual writing processes.

Prerequisite(s): LL 037 or satisfactory score on basic skills English test.

LL 141 French I 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

LL 142 French II 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

Prerequisite(s): minimum "C" grade in LL 141.

LL 145 Italian I 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

LL 146 Italian II 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening, and speaking).

Prerequisite(s): minimum "C" grade in LL 145.

LL 151 German I 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

LL 152 German II 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to develop basic grammar, vocabulary and conversation with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 151.

LL 243 French III 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in French with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 142.

LL 244 French IV 3 Credits

This course is an integrated approach to the study of French language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in French with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 243.

LL 247 Italian III 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in Italian with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 146.

LL 248 Italian IV 3 Credits

This course is an integrated approach to the study of Italian language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in Italian with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 247.

LL 253 German III 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in German with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 152.

LL 254 German IV 3 Credits

This course is an integrated approach to the study of German language and culture. It is designed to strengthen grammatical mastery, to build vocabulary and to encourage lively and meaningful communication in German with the purpose of developing proficiency in all four language skills (reading, writing, listening and speaking).

Prerequisite(s): minimum "C" grade in LL 253.

LL 280 Sacred Texts and Literature 3 Credits

Explore the cultural, theological, and artistic contexts of key themes (e.g. creation, journey, forgiveness, love) in the sacred texts of the major historical world religions as they are portrayed in contemporary poetry and drama, and in novels that have been adapted to film

Prerequisite(s): LL 131 or CMP 120.

LL 282 Major Poets 3 Credits

This course introduces students to poetry via the reading and analysis of different poetic forms. While reading, listening to, performing and discussing poems from a wide cultural spectrum, students learn to evaluate and appreciate poetry by understanding such elements as metaphor and persona.

Prerequisite(s): LL 131.

LL 285 Writing About Music: A Seminar for Performers, Teachers, and Academics 3 Credits

A writing intensive course focusing on the essential writing tasks encountered by musicians in their roles as performers, teachers, and scholars.

Prerequisite(s): LL 131, BHP 150 or CMP 125.

LL 327 Dante's Commedia 3 Credits

An introduction to Dante Alighieri's *Commedia* ("Inferno", "Purgatorio" and "Paradiso") exploring key ethical and aesthetic elements of the poem through close reading and critical analysis of the primary text.

Prerequisite(s): LL 131, BHP 150 or CMP 125.

LL 490 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

Music Education (ME)

ME 111 Music Education Lab 0 Credits

Undergraduates must meet the weekly attendance and participation requirement for Music Education Lab during every semester of enrollment up to seven semester as an undergraduate Music Education major except for the student teaching semester. Grading is "P" (satisfactory) or "U" (unsatisfactory). As part of the Music Education Lab experience, students are required to complete 15 hours of professional development.

ME 161 Art of Teaching Music I 3 Credits

Art of Teaching Music I (ATM I) is a first in the sequence of Music Education courses designed to prepare the undergraduate Music Education major students for their student teaching experience and completion of their teaching licensure. There will be field observations of master teachers under the aegis of a music education faculty that will allow students not only to observe, but to have guided experience in assessing how teaching and learning are experienced in real classrooms. Partnerships between local expert teachers and music education faculty will allow students to complete field observations as well as guided experience in teaching and assessing students in real classrooms.

ME 171 Critical Pedagogy I 2 Credits

This course provides undergraduate music education majors with a foundation in issues related to teaching music in public schools. This course will engage students in diverse ways of thinking about music teaching practice and social theory that transforms the relationships among classroom music teaching, performance and the production of musical knowledge. In addition to the social and political contexts of schooling in general, the course will explore the moral and ethical dilemmas music teachers face in the day-to-day routines of their classroom teaching. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Music Education majors will receive priority registration.

ME 172 Guitar & Recorder in the Classroom 1 Credits

This course provides undergraduate music education majors with a foundation for teaching and playing the guitar and recorder. Students will gain technical proficiency in both instruments while learning appropriate repertoire of a multicultural and diverse nature. Students will also learn efficient pedagogy practices for teaching both instruments, learning of their application in educational settings. Students are expected to provide their own acoustic guitar for this course. Recorders are available for purchase in the college bookstore.

ME 187 Instrumental Music: Strings 1 Credits

This course is designed as an introduction to the pedagogy of string instruments. Emphasis is on learning through performance. Instruments are required. Various methods and materials available for use in public schools, developmental ranges, transposition, scoring, and idiomatic writing are investigated. When available, instruments may be rented from the college. Rental fee, per instrument: \$25.

ME 188 Instrumental Music: Winds/Percussion 2 Credits

This course is designed as an introduction to the pedagogy of brass, woodwind, and percussion instruments. Emphasis is on learning through performance. Instruments are required. Various methods and materials available for use in public schools, developmental ranges, transposition, scoring and idiomatic writing are investigated. When available, instruments may be rented from the college. Students must provide their own drum pads and sticks. Rental fee, per instrument: \$60.

ME 262 Art of Teaching Music II 4 Credits

Art of Teaching Music II (ATM II) is designed to build on the knowledge, skills, and dispositions, introduced in ATM I. Students will expand their abilities in the domains of planning, teaching, assessing, reflecting, developing musicianship, and philosophy in context of teaching general music. Moreover, they will have the opportunity to put these abilities into practice when teaching peers and teaching elementary and middle general school students.

Prerequisite(s): ME 161.

ME 271 Critical Pedagogy II 2 Credits

Critical Pedagogy II explores the theories that provide a psychology of learning to frame Critical Pedagogy for Music Education. Grounded in experiential learning, constructivism and multiple intelligences theory, the course content honors the diversity of gifts and challenges children present inside the music classroom. Students learn strategies for the teaching of literacy that integrate into a teaching model to empower musicianship, meet National Standards for Music Education, New Jersey Core Curriculum Content Standards in Music and align to INTASC standards and the New Jersey Core Curriculum Content Standards in Music. Students design instruction that yields transformational experiences for both the children and their music teacher. This course includes required off-campus field observation in the schools. It is recommended that students complete SP 175 before taking this course. Music Education majors will receive priority registration for this course.

Prerequisite(s): ME 171.

ME 271H Critical Pedagogy II Honors 1 Credits

Primary source readings, expanded assignment and additional content that supplements ME 271. Capstone project consists of a significant paper based upon original ideas that reflect the tenets of the coursework.

Prerequisite(s): ME 171, BHP status.

Corequisite(s): ME 271; Online only.

ME 371 Critical Pedagogy 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): ME 262 and junior status.

ME 371H Critical Pedagogy III Honors 1 Credits

Primary source readings, expanded assignment and additional content that supplements ME 371. Students will demonstrate the ability to synthesize and process complex ideas, and develop original thoughts with depth and significance. **Prerequisite(s):** ME 271, BHP status.

Corequisite(s): ME 371; Online only.

ME 471 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

Prerequisite(s): ME 271.

ME 472 Teaching/Learning:Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

Prerequisite(s): ME 581, ME 582.

ME 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

ME 491 Kodaly Music Reading 2 Credits**ME 492 Student Teaching 12 Credits**

ME 492 - Student Teaching A full semester internship in directed full-time teaching supervised by department members and carried out in schools with approved cooperating teachers. In addition to the field experience, students attend a weekly seminar on campus to discuss current issues in music education as they relate to individual teaching situations. Students discuss classroom management strategies, action research, authentic instruction, critical thinking, feeling and action as well as teaching to focusing questions, concepts and objectives. Throughout student teaching, students maintain a digital portfolio that demonstrates how they meet the New Jersey State and INTASC teaching standards. At the conclusion of the semester, students attend a portfolio review with members of the Music Education faculty to assess the success of the teaching experience. Students must provide their own transportation to student teaching site. Student Teaching fee: \$245. Fees for the Praxis Examination and Teacher Certification are additional. Additional information regarding student teaching may be found in the department's Student Teaching Handbook at www.rider.edu/musiced

Prerequisite(s): Classification as a full senior; Satisfactory completion of music education courses numbered 171, 172, 271, 187 and 188, 581, 582 and either Developmental or Educational Psychology; Satisfactory completion of TH 241; For voice primary students, satisfaction of all requirements of PI 204; A minimum 2.75 cumulative grade point average; Demonstrated aptitude, motivation and potential for success in teaching, as evidenced by the successful completion of portfolio reviews; Departmental approval; Students in the Master of Music Education (MME) degree program must take the following courses as prerequisites to student teaching; ME 581, ME 582, ME 587, ME 595, ME 725.

ME 499 Special Topics Music Education 2 Credits

The content of this course and the number of credits will vary with the special interests and qualifications of the professor teaching it.

Music History (MH)

MH 247 Music Historiography I 3 Credits

Historiography I begins by exploring similarities and differences between various music cultures around the world, and continues with an examination of selected genres of Western Art Music of the Medieval, Renaissance and Baroque periods. Basic information literacy skills, such as searching library catalogs, databases and reading academic articles also will be covered.

Prerequisite(s): LL 131.

MH 248 Music Historiography II 3 Credits

Examines Western Art Music since 1750 and includes a research assignment that builds upon the information literacy skills gained in MH 247.

Prerequisite(s): MH 247.

MH 345 Music Since 1900 3 Credits

Examines controversies and aesthetic movements in 20th and 21st century music. Emphasis is placed upon critical reading and writing skills.

Prerequisite(s): MH 248.

MH 433 Seminar in Music History 3 Credits

The contents of courses carrying this number will vary with the special interests and qualifications of the instructors teaching them. Possible topics include period courses, courses from a distinct perspective, composer courses and genre courses.

Prerequisite(s): MH 248.

MH 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

Music Theory (TH)

TH 045 Introduction to Musicianship 4 Credits

Integration of the basic elements of music, scales, intervals, key signatures, triads and rhythmic notation with the practical skills of sight singing, rhythmic reading, keyboard harmony and dictation. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade; 0 credits toward graduation, counts as 4 credits in the semester load.

TH 101A Composition Primary 2 Credits**TH 101C Composition Elective 2 Credits****TH 101D Composition Elective 1 Credits****TH 101E Composition Primary 2 Credits****TH 101F Composition Primary 1 Credits****TH 141 Musicianship I 4 Credits**

This course assists students in learning and integrating aural, performance, analytical and composition skills involving diatonic melody and harmony. Both the theoretical and the practical portion must be passed individually in order to receive a passing grade.

Prerequisite(s): TH 045 or passing a placement test.

TH 142 Musicianship II 4 Credits

A continuation of TH 141 involving chromatic melody and harmony with an introduction to binary and ternary form.

Prerequisite(s): minimum "C-" grade in TH 141.

TH 201A Composition Primary 2 Credits**TH 201E Composition Primary 2 Credits****TH 201F Composition Primary 1 Credits****TH 237 Composition Class 3 Credits**

Class instruction in original composition. May be taken as a level I elective.

Prerequisite(s): For non Theory/Composition majors only, minimum "C-" grade in TH 142.

TH 241 Musicianship III 4 Credits

A continuation of TH 142 with an introduction to larger musical forms and counterpoint.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 251 Analytical Studies I 3 Credits

An in-depth analytical study of a select body of tonal music to be determined by the instructor. The music, which will contain only the harmonic vocabulary and formal structures studied in TH 141 and TH 142, may vary each time the course is offered. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 253 Orchestration 3 Credits

A study of the orchestra and its individual instruments from the standpoints of the composer, arranger and conductor. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 255 Song Writing 3 Credits

Solo vocal composition in various styles. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 259 Electroacoustic Music 3 Credits

An introduction to the history and literature of electro-acoustic music emphasizing hands-on creative opportunities in sequencing and digital sound processing. May be taken as a level I theory elective.

Prerequisite(s): minimum "C-" grade in TH 142.

TH 301A Composition Primary 2 Credits**TH 301E Composition Primary 2 Credits****TH 301F Composition Primary 1 Credits****TH 342 Contemporary Trends 3 Credits**

An analytical study of the compositional techniques of the 20th and 21st centuries.

Prerequisite(s): TH 241.

TH 401A Composition Primary 2 Credits**TH 401E Composition Primary 2 Credits****TH 401F Composition Primary 1 Credits****TH 424 Choral/Instru Arranging 3 Credits**

Arranging for various ensembles of voices and instruments. May be taken as a level II theory elective.

Prerequisite(s): TH 241.

TH 431 Form and Analysis 3 Credits

Study of the compositional process as observed in selected examples of music literature, predominantly from the tonal repertoire. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 432 Contrapuntal Techniques 3 Credits

18th century counterpoint with an emphasis on analysis and writing of original compositions. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 433 Special Topics in Theory 3 Credits

The content of the course carrying this number will vary with the special interests and qualifications of the professor teaching it. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 452 Analytical Studies II 3 Credits

An in-depth analytical study of a select body of tonal music to be determined by the instructor. The music, which will contain a more advanced harmonic vocabulary and larger formal structures than the music studied in TH 251, may vary each time the course is offered. May be taken as a level II theory elective.

Prerequisite(s): minimum "C-" grade in TH 241.

TH 480 Senior Project 3 Credits

Independent study in theory or composition resulting in either a paper comparable to a substantial journal article or a composition in one of the larger forms.

Prerequisite(s): Five semesters of private composition study.

TH 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

Organ (OR)

OR 001S Applied Organ Studio 0 Credits**OR 101A Organ Primary 2 Credits****OR 101B Organ Primary 1 Credits****OR 101C Organ Elective 2 Credits****OR 101D Organ Elective 1 Credits****OR 101E Organ Primary 2 Credits****OR 101F Organ Primary 1 Credits****OR 101G Organ Primary 2 Credits****OR 201A Organ Primary 2 Credits****OR 201B Organ Primary 1 Credits****OR 201E Organ Primary 2 Credits****OR 201F Organ Primary 1 Credits****OR 201G Organ Primary 2 Credits****OR 301A Organ Primary 2 Credits****OR 301B Organ Primary 1 Credits****OR 301E Organ Primary 2 Credits****OR 301F Organ Primary 1 Credits****OR 301G Organ Primary 2 Credits****OR 401A Organ Primary 2 Credits****OR 401B Organ Primary 1 Credits****OR 401E Organ Primary 2 Credits****OR 401F Organ Primary 1 Credits****OR 401G Organ Primary 2 Credits****OR 433 Organ Literature I 3 Credits**

Historical study of organ literature coordinated with a study of the development of the organ as a musical instrument.

OR 434 Organ Literature II 3 Credits

Continuation of OR 433.

OR 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

Piano (PI)

PI 001S Applied Piano Studio 0 Credits**PI 045 Introduction to Piano Secondary 1 Credits**

Designed for student with little to no background in piano study or music reading. Students will develop a foundation (basic elements) of pianism/ musicianship skills and will focus on the most fundamental aspects of music study at the piano. 0 credits toward graduation, counts as 4 credits in the semester load.

Prerequisite(s): placement; Students must pass this course with a grade of "Y" to progress to PI 103: Piano Secondary I.

PI 101A Piano Primary 2 Credits**PI 101B Piano Primary 1 Credits****PI 101C Piano Elective 2 Credits****PI 101D Piano Elective 1 Credits****PI 101E Piano Primary 2 Credits****PI 101F Piano Primary 1 Credits****PI 101G Piano Primary 2 Credits****PI 103 Piano Secondary I 1 Credits**

Establishes a solid foundation of piano playing through integration of musicianship skills in addition to building facile digital independence and bilateral hand coordination. Minimum grade of "B-" required to pass the course.

Prerequisite(s): Grade of "Y" in PI 045 or placement.

PI 104 Piano Secondary II 1 Credits

Continuation of PI 103; appropriate for the advanced beginner. Minimum grade of "B-" required to pass the course.

Prerequisite(s): PI 103 or placement.

PI 201A Piano Primary 2 Credits**PI 201B Piano Primary 1 Credits****PI 201E Piano Primary 2 Credits****PI 201F Piano Primary 1 Credits****PI 201G Piano Primary 2 Credits****PI 203 Piano Secondary III 1 Credits**

Establishes fluidity in piano playing through integration of musicianship skills, digital independence and bilateral hand coordination. Minimum grade of "B-" needed to pass the course.

Prerequisite(s): minimum grade of "B-" in PI 104 or placement.

PI 204 Piano Secondary for Mus Ed & Sacred Music 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of choral works; playing individual lines/parts of small-scale instrumental works; harmonizing and transposing melodies with accompaniments.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 205 Piano Secondary VCPER 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of songs and arias; warm-up exercises; transposing vocal lines and portions of accompaniments; harmonizing melodies.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 206 Piano Secondary for Music Theater Majors 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of songs and arias; warm-up exercises; transposing vocal lines and portions of accompaniments; harmonizing melodies.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 207 Piano Secondary for Theory Comp Majors 1 Credits

Development of practical keyboard skills in the areas of score reading (including one's own works), use of piano as a tool for composition, and realizing chord progressions.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 208 Piano Secondary BAM 1 Credits

Development of practical keyboard skills: sight-reading; playing vocal lines and piano parts of songs and arias; warm-up exercises; transposing vocal lines and portions of accompaniments; harmonizing melodies.

Prerequisite(s): minimum grade of "B-" in PI 203 or placement.

PI 297 Fund of Piano Pedagogy I 3 Credits

Fundamentals I is devoted to study of techniques, methods, and materials suitable for beginning through early intermediate level students. Other areas of study include motivational strategies, establishment of effective practice habits, recital preparation, technique, and elementary duet materials. Students analyze and demonstrate teaching from three different beginning piano methods. Observation of professional teaching is done in the context of class and private lessons at the Westminster Conservatory.

PI 298 Fund of Piano Pedagogy II 3 Credits

In Fundamentals II, students continue to apply their experience with piano methods to the teaching of students. In addition, the semester is devoted to the study of materials from all style periods for upper elementary and intermediate level students. Students observe private and group lessons appropriate to these levels. The course culminates in an individual lecture recital demonstrating music from a variety of style periods.

Prerequisite(s): PI 297.

PI 301A Piano Primary 2 Credits**PI 301B Piano Primary 1 Credits****PI 301E Piano Primary 2 Credits****PI 301F Piano Primary 1 Credits****PI 301G Piano Primary 2 Credits****PI 397 Fund of Piano Pedagogy III 3 Credits**

Fundamentals III involves supervised private and group teaching of beginning students. Emphasis is placed on lesson planning, presentation of concepts, use of technology, and the relationship between technique and musicianship skills. The course further addresses the different psychological and methodological approaches to teaching adults and children in class and private settings, and includes an overview of materials for the adult student and group classes. The course culminates in a lecture recital on a pedagogical subject of the students choice.

PI 401A Piano Primary 2 Credits**PI 401B Piano Primary 1 Credits****PI 401E Piano Primary 2 Credits****PI 401F Piano Primary 1 Credits****PI 401G Piano Primary 2 Credits****PI 413 Accompanying Class 2 Credits**

This course is designed with the twofold purpose of allowing undergraduate pianists to fulfill their piano ensemble elective requirement within the professional studies area as well as providing an opportunity for voice primary students to further their piano study in a challenging forum in situations directly related to their repertoire. The students in the class will receive instruction in the stylistic, technical, analytical and linguistic aspects of vocal literature. The many issues involved in vocal collaboration will be discussed along with in-depth study of the pianist's role in musical partnerships. Issues of musical freedom, language, and the varieties of sonic treatment unique to vocal literature will be discussed. Italian, French, German and English song repertoire from various style periods will provide the assignments for performance and discussion.

PI 435 Survey of Piano Literature I 3 Credits

A study of representative works from 1650-1800 by composers including J. S. Bach, C.P.E. Bach, J.C. Bach, Haydn, Mozart, and Beethoven.

Prerequisite(s): MH 248.

PI 436 Survey of Piano Literature II 3 Credits

A study of representative works from 1800 to the present by composers including Beethoven, Schubert, Mendelssohn, Schumann, Chopin, Liszt, Brahms, Debussy, Ravel, Prokofiev, and Bartók.

Prerequisite(s): MH 248.

PI 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

Religion/Philosophy (RP)

RP 265 Lit of New Testament 3 Credits

An introduction to the thought of the early Christian church as expressed in the New Testament, this course will emphasize a literary and historical reading of the Gospels and Epistles. It will introduce students to the Jewish and Greco-Roman religious, political and cultural worlds in which Jesus and his disciples lived and within which earliest Christianity arose.

RP 268 Hebrew Bible & Old Testament 3 Credits

This course introduces students to the writings of the Hebrew Bible/Old Testament within their historical and literary contexts. By critically reading these books, students will become aware of the history, culture and religion of ancient Israel - all of which contributed to the traditions of Judaism and Christianity.

Sacred Music (SM)

SM 121 Survey of Sacred Music Lit 3 Credits

Broad survey of Christian music. Through standard repertoire, major historical genres of sacred music are explored from biblical roots in the Old and New Testament to the postmodern expressions of our time.

SM 122 Worship and Theology 3 Credits

A study of the content, theology, and history of the Old and New Testament narratives that the church recounts and celebrates in its liturgical year.

SM 142 Intro to Music Ministry 2 Credits

An introduction to the vocational needs, professional relationships, administration styles and teaching roles of the church musician. In addition to an overview of professional standards, emphasis will also be placed on music engraving skills, budgeting, recruitment, endowments and fundraising.

SM 158 Intro Handbell Leadership 1 Credits

A hands-on course providing a strong foundation for the beginning director/ringer. It will include information about ringing instruments, maintenance, ringing and damping techniques, articulations, part assignments, a survey of handbell literature, and rehearsal planning and directing.

SM 250 Contemporary Worship 2 Credits

This course is an exploration of the various forms of worship being practiced in urban churches across America. Practical and skill-based, it is designed to allow the student to explore praise and worship music, different styles of gospel, and other forms of music used in non-traditional worship.

SM 340 Church Field Education 1 Credits

A practical program in which students take responsibility for the music program of an assigned affiliate church. Under supervision, students exercise the skills and concepts learned in the classroom. Enrolled students also meet in a weekly preceptorial. Sacred Music majors must take two consecutive semesters, normally in the junior year.

Prerequisite(s): SM 121, SM 122.

SM 354 Hymnody & Psalmody 3 Credits

A study of the origins and development of Christian song. The first part of the course deals with the nature of the Psalms in their Biblical setting and their use in the worship of different traditions. The second part of the course deals with the history of congregational hymnody - texts, tunes, styles and functions - from the 16th century to the present. The course aims to develop an awareness of the textual and musical treasures available for both congregational and choral use.

SM 360 History of American CM 3 Credits

A broad survey of American church music beginning with colonial psalm-singing and continuing through four centuries of musical development leading up to and including the vast panorama musical practices found in post-modern Christianity. A special emphasis will be placed on the development and influence of African-American church music on contemporary musical practices. **Prerequisite(s):** SM 121.

SM 365 Sacred Sounds 2 Credits

A study of the origins and development of Christian song. The first section of the course deals with the nature of the psalms and their use in the worship of different traditions. The second section of the course will be a survey of congregational hymnody – texts, tunes, styles and functions – from the 16th century to the present. The course aims to develop a context for the discussion congregational song as it might be practiced in the 21st century, the final part of the class.

SM 410 African Amer Choral Lit 3 Credits

This course is designed to give students a better understanding of the choral literature, historical context and text analysis of African American composers.

SM 454 German Church Music 3 Credits

A study of church choral literature by German composers from the 16th century to the present focusing on the pre-Bach and post-Bach cantata. Class performances of selected works. Complements SM 455. Offered in rotation with other Sacred Music electives.

SM 455 Bach Cantatas 3 Credits

A study of the history, performance practices, and liturgical setting of the cantatas of J.S. Bach. Class performances of selected cantatas. Complements SM 454. Offered in rotation with other Sacred Music electives.

SM 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 is required.

Prerequisite(s): junior or senior standing.

SM 491 SM Internship 1 Credits

A practical program in which students take responsibility for the music program of a local church or work as an intern in an assigned affiliate church. Under faculty supervision, students exercise the skills and concepts learned in the classroom. Enrolled students also meet in a weekly preceptorial. Sacred music majors must take two consecutive semesters, normally in the junior year.

Prerequisite(s): CR 215.

Social/Physical Science (SP)

SP 171 Western Civ I 3 Credits

This survey history course presents a cohesive picture of the development of Western societies from prehistoric times to the early Renaissance. Social, political and economic aspects are covered; intellectual and cultural developments are emphasized. Familiarity with primary sources and critical reading are integral to the course.

SP 172 Western Civ II 3 Credits

Continuation of SP171. This survey history course covers developments in Western societies from the Renaissance to the present. Major intellectual and cultural trends and movements are presented, along with historical progress and socio-economic expansion.

SP 273 Developmental Psychology 3 Credits

The physical and psychological growth of the individual from infancy through adolescence is studied, with emphasis on cognitive, emotional, and social processes.

Prerequisite(s): SP 175.

SP 274 Educational Psychology 3 Credits

The psychological foundations of education, based on the findings of experimental research in learning, transfer, motivation, reinforcement, and behavioral modification.

Prerequisite(s): PSY 100.

SP 286 Life in Middle Ages 3 Credits

A seminar in which the life styles of medieval Europeans are studied. Students will develop an understanding of particular social organizations and problems of the period by examining the conditions and events of everyday medieval life. Offered in rotation with other History courses.

SP 408 Voice Science 3 Credits

Study of the physics and physiology of voice production. Musical and vocal acoustics are explored using the facilities of the Westminster Voice Laboratory. Anatomic and physiologic underpinnings of respiration, phonation, articulation, registration and hearing are explored in depth.

Corequisite(s): CR 509.

Voice (VC)

VC 001S Applied Voice Studio 0 Credits**VC 101A Voice Primary 2 Credits****VC 101B Voice Primary 1 Credits****VC 101C Voice Elective 2 Credits****VC 101D Voice Elective 1 Credits****VC 101E Voice Primary 2 Credits****VC 101F Voice Primary 1 Credits****VC 101G Voice Primary 2 Credits****VC 103 Voice Secondary 1 Credits****VC 114 Introduction to Lyric Diction 2 Credits**

Introduction to the International Phonetic Alphabet (IPA) and the sounds of all major sung languages through oral and written drill. Open to Voice Performance majors only.

VC 115 English & Italian Diction 2 Credits

Introduction to the rules of singing English and Italian through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

VC 116 French & German Diction 2 Credits

Introduction to the rules of singing French and German through the use of the International Phonetic Alphabet (IPA) with oral and written drill.

Prerequisite(s): VC 115.

VC 118 Italian Diction 2 Credits

Introduction to the rules for singing Italian through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 119 French Diction 2 Credits

Introduction to the rules for singing French through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 120 German Diction 2 Credits

Introduction to the rules for singing German through the use of the International Phonetic Alphabet (IPA), with oral and written drill. Open to Voice Performance majors only.

Prerequisite(s): VC 114.

VC 191 Movement for the Performer 2 Credits

Movement exercises and etudes help students develop proper alignment, physical freedom, unification of voice, breath, and body, and help them explore the body as an expressive instrument.

VC 201A Voice Primary 2 Credits**VC 201B Voice Primary 1 Credits****VC 201C Voice Primary 2 Credits****VC 201E Voice Primary 2 Credits****VC 201F Voice Primary 1 Credits****VC 201G Voice Primary 2 Credits****VC 203 Voice Secondary 1 Credits****VC 291 The Singing Actor 2 Credits**

The introduction to vocal performance entails coaching of selected songs, arias or repertoire from music theater and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

Prerequisite(s): successful completion of Level I voice jury.

VC 301A Voice Primary 2 Credits**VC 301B Voice Primary 1 Credits****VC 301E Voice Primary 2 Credits****VC 301F Voice Primary 1 Credits****VC 301G Voice Primary 2 Credits****VC 305 Singing in Italian and French 2 Credits**

Master class and private coaching in vocal performance of Italian and French language song, recitative and opera arias. The class will focus on pronunciation, inflection and nuances of sung Italian and French.

Prerequisite(s): Successful completion of Level I jury; VC 118, VC 119.

VC 306 Singing in German and English 2 Credits

Master class and private coaching in vocal performance of German and English language song, recitative and opera arias. The class will focus on pronunciation, inflection and nuances of sung German and English.

Prerequisite(s): Successful completion of Level I jury; VC 120.

VC 401A Voice Primary 2 Credits**VC 401B Voice Primary 1 Credits****VC 401E Voice Primary 2 Credits****VC 401F Voice Primary 1 Credits****VC 401G Voice Primary 2 Credits****VC 408 Voice Science 3 Credits**

Study of the physics and physiology of voice production. Musical and vocal acoustics are explored using the facilities of the Westminster Voice Laboratory. Anatomic and physiologic underpinnings of respiration, phonation, articulation, registration and hearing are explored in depth.

VC 433 Song Literature I 2 Credits

A survey of solo literature for voice and accompanying instrument including solo vocal music of the Baroque period and German lieder.

Prerequisite(s): MH 248.

VC 434 Song Literature II 2 Credits

A survey of solo literature for voice and accompanying instrument including French mélodie, songs by nationalist composers, English and American song.

Prerequisite(s): MH 248.

VC 457 Private Coaching 2 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 457 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 458 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 458 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 457 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 458 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 467 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 467 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 468 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 468 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 467 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 468 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

Prerequisite(s): successful completion of Level II.

VC 490 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-4 credit hours. Students may count up to a maximum of 18 independent study hours toward graduation. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): junior or senior standing.

GRADUATE COURSES AND DESCRIPTIONS

Arts and Sciences (AS)

AS 691 Arts & Science Internship 1-3 Credits

This course requires 15 hours for each credit for which the student enrolls. The internship requires on-site participation at a pre-approved site. Students may enroll for a maximum of 3 credits.

Prerequisite(s): graduate standing.

Conducting (CR)

CR 505 Advanced Conducting 3 Credits

A continuation of the conducting studies begun in CR 215 and CR 315, this course aims to be more student-centered, following the process from repertoire planning to the final performance. Intensive score preparation, advanced rehearsal techniques, performance practice and baton technique.

Prerequisite(s): CR 315.

CR 509 Symphonic Choir 1 Credits

A large mixed chorus comprised of students above the lower division, including graduate students from all disciplines. The ensemble regularly performs in the region and focuses on the major choral/orchestral repertoire along with a wide variety of repertoire for large mixed chorus. Placement hearing required.

CR 511 Westminster Choir 1 Credits

A highly select ensemble that performs and records a wide variety of choral repertoire, the Westminster Choir regularly tours nationally and internationally, and aspires to the highest professional standards. Members are selected by audition from all Westminster students above the freshman level. The requirements for selection include good academic standing, strong musicianship, and superior vocal talent. Auditions are held in the fall semester and students participate for the academic year.

CR 513 Williamson Voices 1 Credits

A chamber choir with a unique mission that combines performance and outreach education. Repertoire is chosen from a broad spectrum of literature, including world music and contemporary choral works. Auditions are held in the fall semester and students participate for the academic year.

CR 515 Westminster Kantorei 1 Credits

An early music vocal chamber ensemble specializing in music before 1750, with occasional forays into more contemporary repertoire. [Although the ensemble will generally consist of around 16 singers, the exact make-up of the ensemble will vary from semester to semester, depending on the works to be studied and performed.] Repertoire will include works for vocal ensemble and works featuring significant solo work. The entire ensemble will rehearse three hours per week. Keyboardists may audition for the ensemble. Auditions are held in the fall semester and students participate for the academic year.

CR 517 Master Singers 1 Credits

A mixed ensemble serving as the choir for Graduate Conducting, Sacred Music and Music Education majors. Repertoire consists of a wide variety of choral works drawn from all style periods, works appropriate for use in churches and in schools at the secondary and post-secondary levels. Four semesters are required for all graduate Choral Conducting majors. Two semesters are required for Sacred Music majors, and those Music Education majors who have selected conducting as their performance field. This ensemble is non-auditioned and open to all students.

CR 524 Vocal Techniques for Choirs 3 Credits

Study of vocal techniques appropriate for use in choral rehearsals and for teaching class voice. Techniques for effecting change in group vocal productions are discussed, including such topics as the identification of group vocal problems and mental and physical preparation of a group for good vocal production. Techniques to be developed include (1) how to communicate information about vocal technique to amateur singers, (2) exercises used to develop choral sound by improving diction, dynamics, legato, staccato, martellato, high and low registers, resonance, vowel modification, etc., (3) how to train singers to use a vocal production specifically appropriate to the repertoire of various style periods and the demands of individual composers, and (4) conducting methods for good choral and vocal training. Recommended both for conducting majors and for students in other major programs, including those for whom the voice is not the primary performance medium.

CR 607 Conducting Performance 1 Credits

Graduate Conducting, Sacred Music and Music Education students (with a conducting concentration) enroll for Conducting Performance in the semester of their recital or major conducting project.

CR 621 Choral Conducting I 3 Credits

A study of conducting to develop technique through facial expression, breathing, alignment and gesture. Emphasis is placed on developing and refining a process of score study. This course will assist conductors in evaluating their conducting and preparing them to make conducting decisions based upon score study.

CR 622 Choral Conducting II 3 Credits

In addition to building on the conducting skills taught in Conducting I, this course will focus upon acquisition of a broad range of rehearsal methods and techniques and gaining a comprehensive knowledge of choral ensemble warm-up philosophies, methods and techniques. Conductors will continue to study various approaches to score analysis that aid in preparation for rehearsal. Participants in the course will be required to submit a comprehensive case study which focuses on rehearsal technique and rehearsal procedures.

Prerequisite(s): CR 621.

CR 624 Conducting Skills 3 Credits

CR 627 Choral Literature I 3 Credits

A broad survey of choral repertoire from Gregorian chant to present-day compositions. Emphasis is placed upon knowing the availability and sources of music of major composers and of music appropriate for performance in today's churches and schools.

CR 628 Choral Literature II 3 Credits

A study of selected major choral works, involving analytical and stylistic study. Oral reports by class members on assigned topics.

CR 641B Conducting Primary 1 Credits**CR 641D Conducting Primary (Elective) 1 Credits****CR 641F Conducting Primary 1 Credits****CR 681 Baroque Performance Practice 3 Credits**

A practical and theoretical study of issues of Baroque performance practice, including tempo, phrasing and articulation, ornamentation, rhythmic alternation, qualities of sound, continuo practice, influence of dance, affect and national idioms. Primary source materials will serve as the basic core of readings for the course, supplemented and supported by recordings and contemporary resources. In the later half of the semester, students will perform in a series of master classes.

Prerequisite(s): for undergraduates MH 248, TH 241.

CR 690 Independent Research and Study 1-4 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

CR 710 Seminar in Choral Literature 3 Credits

An intensive study of a specific area of choral history and literature. The content of this course will vary from semester to semester with the special interests and qualifications of the professor teaching it. Emphasis is placed upon in-depth study of the selected repertoire. May be repeated for credit.

Prerequisite(s): undergraduate must have Permission of Instructor.

CR 720 Graduate Conducting Forum 1 Credits

A conducting seminar that focuses on the synthesis of gesture, score study and pedagogy. Select repertoire and research materials will be conducted, analyzed and discussed. Focus will be given to orals preparation and current choral conducting issues. This course may be repeated for credit.

Harpsichord (HP)

HP 641C Harpsichord Elective 2 Credits**HP 641D Harpsichord Elective 1 Credits****HP 641E Harpsichord Elective 2 Credits****HP 641F Harpsichord Elective 1 Credits**

Language/Literature (LL)

LL 640 German Reading 3 Credits

Designed for graduate students who have little or no previous experience with the German language. A functional course concentrating solely upon preparing students to translate German language sources pertinent to their fields of study. Completion of the course with a grade of "Y" satisfies the graduate language translation requirement. Recommended for Sacred Music, Organ Performance and Choral Conducting majors; not recommended for Voice Pedagogy and Performance or Piano Accompanying and Coaching majors.

LL 641 French Reading 3 Credits

Designed for graduate students who have little or no previous experience with the French language. A functional course concentrating solely upon preparing students to translate French language sources pertinent to their fields of study. Completion of the course with a grade of "Y" satisfies the graduate language translation requirement. Recommended for Sacred Music, Organ Performance and Choral Conducting majors; not recommended for Voice Pedagogy and Performance or Piano Accompanying and Coaching majors. This course is offered in the fall semester only. Offered in the Fall. 3 Credit hours.

Music Education (ME)

ME 540 Choir Train for Young Singers 3 Credits

This course focuses on children's choirs in school, church and community. Students learn strategies to teach children good vocal technique and to build musical literacy through the study of appropriate repertoire. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 563 Art of Teaching Music III 4 Credits

Through course assignments, discussion, and clinical practice in varied school and community choral settings, course participants learn how to create meaningful elementary music experiences that foster individual success, accountability, a sense of accountability, critical thinking, independence, and life-long engagement with choral music.

Prerequisite(s): ME 262, Sophomore Review.

ME 564 Art of Teaching Music IV 4 Credits**ME 581 Praxis in Elementary Music 3 Credits**

This course prepares students to teach music in elementary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage young children in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local elementary schools is an integral part of this course. Students must provide their own transportation to practicum sites. It is recommended that students complete Developmental or Educational Psychology before taking ME 581. Course content, activities and experiences in this course connect to the New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Music Education majors will receive priority registration for this class. A minimum 2.75 cumulative GPA is required.

Prerequisite(s): For undergraduates only; ME 171, ME 172 ME 271; two semesters of Piano Secondary, not including PI 045; TH 142.

ME 582 Praxis in Secondary Music 3 Credits

This course prepares students to teach music in secondary schools. Consistent with the department's commitment to Critical Pedagogy for Music Education, the course covers materials and methodologies to engage middle school and high school students in musical experiences that are significant, transformational, and that connect to the social context in which they teach. Students learn to write and evaluate curriculum and to integrate curriculum with academic core subjects. An off campus field experience in local middle and high schools is an integral part of this course. Students must provide their own transportation to practicum sites. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that students complete ME 581 and either Developmental or Educational Psychology before taking ME 582. Music Education majors will receive priority registration for this class.

Prerequisite(s): completion of two semesters of Piano Secondary, not including PI 045, TH 142, and a minimum 2.75 cumulative grade point average.

ME 587 Music in Special Educ 1 Credits

This course is designed to acquaint the pre-service teacher with the special needs of exceptional children in music classes. Students learn to adapt instruction to accommodate a variety of exceptionalities that are both physical and emotional. Content includes categories of special students, characteristic behaviors, mainstreaming, and classroom methodology. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. It is recommended that student take this course before the student teaching semester.

Prerequisite(s): Senior status.

ME 588 Dalcroze Studies 2 Credits

The purpose of this elective course is to provide students with an intensive experience in eurhythmics and eurhythmics pedagogy leading to an understanding of Dalcroze's principles regarding movement, solfège, improvisation and their uses in the classroom. An important focus of the class will be to provide an insight into kinesthetic-based learning as a conduit to inform and deepen the musical experience. Opportunities for lesson planning and curriculum development in the Dalcroze model will be offered. Students will write and present practice lessons. In addition, students will develop improvisation skills necessary to integrate eurhythmics into private applied instruction.

ME 591 Choral Music Grades 5-12 3 Credits

This course is designed to acquaint the music educator with repertoire suitable for use with middle and senior high school choral ensembles. Representative repertoire from all periods of music will be discussed, analyzed and performed in class. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

Prerequisite(s): Junior status.

ME 592 Creativity & Music Technology 2 Credits

Creativity and Technology in the Music Classroom is designed to prepare students to foster musical creativity using a variety of approaches and tools. In particular, students will use equipment such as digital audio workstations, MIDI controllers, microphones, and SmartBoards to facilitate rich and engaging creative experiences. Students will explore ways to structure learning experiences in response to the needs and interests of students, and will examine current thinking and trends related to the uses of creativity and technology in the music classroom.

Prerequisite(s): Junior status or permission of instructor.

ME 595 Assessing Music Learning 1 Credits

This course provides pre-service music teachers with the strategies to assess music learning. Students study various testing models and learn to write and grade traditional tests such as true/false, multiple choice and essay. In addition, students examine authentic assessment, performance assessment and portfolio assessment models. Topics such as validity, reliability, standardized tests and testing bias will be included. In addition, students will learn how to read and interpret quantitative test data and examine the literature on grading. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. The content of this course conforms to the recommendations of the Professional Teaching Standards adopted by the State of New Jersey in 2002. In some semesters, this course may be offered in an on-line format.

Prerequisite(s): Senior status.

ME 650 Thesis 1 Credits

Independent research under faculty supervision leading to the writing of a master's thesis. Students register for this course in every semester or summer term in which assistance is provided by the thesis advisor.

Prerequisite(s): ME 685 (preferred) or MH 731; Permission of the Chair for Music Education is required to register for this course.

ME 671 Music and Hip Hop Culture 3 Credits

Hip Hop in the United States is arguably the most lucrative, popular, and culturally challenging contemporary musical force. The narratives of Hip Hop go beyond the boundaries of race and class as well as those of music, poetry and dance. As such, Hip Hop is a phenomenon that presents problems as well as great possibilities. This course explores them from the standpoint of educational sociology, looking at their implications for music in schools as well as in daily life.

ME 672 Teaching/Learning in Urban Schools 3 Credits

This course offers students theoretical and practical insight into teaching in urban schools. The class will present an analysis and practical implications for what is needed in order to successfully engage in teaching in urban centers in the United States. Students will balance field experiences with critical analyses of issues such as multicultural teaching, race, class, and economics in urban schools as well as their curricular and pedagogical implications.

ME 682 Choral Music Education 3 Credits

This course is designed to assist choral music educators to improve their pedagogical effectiveness. This course will provide students with the knowledge, skills and dispositions necessary for developing comprehensive musicianship in the choral ensemble setting through the study of creating original music, responding to music, connecting to students and performing vocal/choral music with a primary focus on choral pedagogy, curriculum development, unit and rehearsal planning, programming, vocal development, program management, music literacy pedagogy, music technology and assessment.

Prerequisite(s): CR 621, ME 692, ME 721, ME 723.

ME 685 Research in Music Education 3 Credits

Intended for students in the M.M.E. and BM/MAT degree programs, this course provides students with the tools necessary to write a qualitative master's thesis. Specific objectives include an overview of qualitative research paradigms, selecting a research topic, developing a literature review, designing an appropriate methodology and collecting and analyzing data. Additionally, students explore a broad variety of research topics in music education, specialization in a chosen research topic in music education, the ability to review music education research literature and to synthesize findings in a scholarly paper using the appropriate style manual. Students master APA and Chicago styles and complete the thesis proposal during this course. The departmental Thesis Manual is available at www.rider.edu/musiced. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 686 Teaching Music in the 21st Century 3 Credits

Critical theory and critical pedagogy provide the framework for advanced study in post-modern teaching philosophies and teaching strategies as applied to music education. Techniques to engage students in diverse ways of thinking about music teaching and learning that transform both student and teacher will be presented. Always in the context of the social and political structures of schooling and the place schooling has in society, students will be empowered to create a dialoguing and problem-solving pedagogy for teaching music to children at all grade levels.

ME 690 Independent Research and Study 3 Credits

An elective course providing an opportunity to pursue a topic of special interest under the guidance of a music education faculty member. The proposal must be approved prior to registration for the course.

ME 692 Hist & Phil of Music Educ 3 Credits

The course will survey the major philosophical approaches to music education from their context in history. Relationships to developments in general education as well as the political climate of the period will be explored. A major paper investigating one of the philosophical thinkers will be required in addition to a well developed personal philosophy of music education. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

ME 693 Seminar in Music Educ 3 Credits

While the topics vary from year to year, international perspectives in music education form the foundation for this seminar.

ME 721 Curric Development & Eval 3 Credits

This course examines the relationship between curriculum theory and philosophy of music education. Through the study of traditional and contemporary models of curriculum development and evaluation, students broaden their understanding of curriculum as it impacts the learning process. Post modern theory consistent with the Department's commitment to Critical Pedagogy for Music Education provide the focal point for the development of curricula that enhance and support quality music education. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 723 Psychology for Music Tch 3 Credits

This course merges the science of psychology with the teaching of music. It helps the student to understand the applications of psychological principles to the music learning process. The course will identify and discuss variables that affect a student's learning of music. Open to all graduate students. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching.

ME 725 Teaching Instrumental Music 3 Credits

A graduate level survey of the pedagogy necessary to teach instrumental music (woodwinds, brass, string and percussion instruments) and to develop and maintain beginning string and wind ensembles. While the class will include some playing and performance, it is not designed to develop proficiency on the individual instruments. Students must demonstrate sufficient competencies to provide beginning instruction. Instruments will be available for rental. Course content, activities and experiences in this course covers New Jersey Core Curriculum Content Standards for Music and prepares students to meet the New Jersey Professional Standards for Teaching. Rental fee, per instrument: \$20.

ME 727 Teaching College 3 Credits

This course is designed for the graduate student who will be teaching at the college level. The content combines the theory of college teaching with praxis. Topics covered include: the psychology of the undergraduate, teaching graduate students, designing a syllabus, presenting course content, strategies for student-centered learning and assessment. Whenever possible, students will have the opportunity to intern with college faculty and will observe, present demonstration lessons, be coached and mentored. Open to all graduate students.

ME 750 BM/MAT Capstone 3 Credits

Independent research leading to a completed capstone project, which may be a thesis, action research, or another project or research initiative. The project must be approved by the department.

Prerequisite(s): ME 685; Permission of the Chair for Music Education is required to register for this course.

ME 771 Critical Pedagogy for Music Ed 3 Credits

This course presents the fundamental concepts, contexts and constructs that define Critical Pedagogy for Music Education. It focuses on the application of critical theory as a philosophical perspective to inform decisions teachers make when planning instruction for their students.

ME 775 MME Capstone 1 Credits

Independent research leading to a completed capstone project, such as curriculum and assessment development, pedagogical publication or presentation, instructional materials, etc. The project must be approved by the department.

ME 791 Internship in Music Teaching 3 Credits

A field-based experience consisting of three hours per week of internship teaching at a public or private school. Students may be placed in one of the residency programs of Westminster Academy. They will work with a cooperating teacher and be supervised by the instructor of the internship. Students will meet with the instructor periodically through the semester. In addition, they will prepare and teach lessons and submit documentation to chronicle the internship experience. International students in music education are strongly encouraged to take this course. ME 685, 692 and 791 are offered in rotation. One course is offered every semester.

Music History (MH)

MH 608 Graduate Music History Review 3 Credits

Required for graduate students who are admitted with deficiencies in music history, as determined by the graduate placement test in music history. It is strongly recommended that this course be taken at the outset of graduate study.

MH 635 Public Musicology 3 Credits

A graduate-level introduction to the many ways musicology can engage with communities and events outside the academy. Topics include music criticism, oral history, museum education, archives, and cultural tourism.

Prerequisite(s): Graduate Standing; removal of all Music History deficiencies.

MH 690 Independent Research & Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

MH 731 Intro to Musicology 3 Credits

Introduction to the basic tools of research in historical musicology in order to foster: (1) an awareness of the nature and scope of historical musicology as a scholarly discipline; (2) familiarity with the techniques of musicological research; (3) an understanding of the relationship between musicological research and performance practice; and (4) experience in the application of musicological techniques to specific musical works and issues. It is strongly recommended that this course be taken at the outset of graduate study. Required for all Master of Music candidates.

MH 733 Seminar in Music History 3 Credits

The content of the course will vary with the special interests and qualifications of the professor teaching it.

Prerequisite(s): Removal of all music history deficiencies, it is strongly recommended that MH 731 be taken prior to this course.

MH 734 Proseminar in Music USA 3 Credits

A graduate-level introduction to the scholarly study of music in the U.S. Readings will cover music in Colonial/Early America, Western art music, popular music, and music of various ethnic communities.

Prerequisite(s): Graduate standing; removal of all Music History deficiencies.

MH 750 Thesis I 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course in their first term of thesis research.

Prerequisite(s): Graduate standing, removal of all Music History deficiencies.

MH 751 Thesis II 3 Credits

Independent research under faculty supervision leading to a master's thesis. Students register for this course beginning in their second term of thesis research.

Prerequisite(s): Graduate Standing, removal of all Music History deficiencies, MH 750.

Organ (OR)

OR 587 Organ Improvisation 2 Credits

A laboratory in the keyboard disciplines of modulation, transposition, improvisation and vocal score reading. Required for undergraduate Organ Performance majors; others may elect the course by permission of the instructor.

OR 588 Organ Pedagogy 2 Credits

Pedagogical approaches to organ playing. Required for undergraduate Organ Performance majors; others may elect the course by permission of the instructor.

OR 589 Organ Improvisation II 2 Credits

Continuation of OR 587.

OR 590 Accompanying at the Organ 2 Credits

Development of accompanying techniques essential to the professional organist. Arranging and transcription from piano reductions and orchestral scores; standard choral/organ literature. Leading congregational song; appropriate methods of instrumental registration.

OR 623 Organ Music of J.S. Bach 3 Credits

A study by genre of Bach's organ compositions will include background, overview of the influences of Buxtehude, Pachelbel and Böhm, and performance practice issues. The question of the "Bach organ" will be explored. **Prerequisite(s):** MH 731, OR 433.

Corequisite(s): MH 731, OR 433.

OR 629 Seminar in Organ Literature 2 Credits

An intensive study of an area of organ literature or its performance practice. Specific content will change with each semester. Emphasis upon in-depth study of the works of a selected composer or genre.

OR 641A Organ Primary 2 Credits**OR 641B Organ Primary 1 Credits****OR 641C Organ Elective 2 Credits****OR 641D Organ Elective 1 Credits****OR 641E Organ Primary 2 Credits****OR 641F Organ Primary 1 Credits****OR 690 Independent Research and Study 1-4 Credits**

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

OR 723 Organ Literature Before 1800 3 Credits

Historical study of the organ literature coordinated with a study of the development of the organ as a musical instrument.

OR 724 Organ Literature since 1800 3 Credits

Study and research into the style, form, and interpretation of representative organ works composed after 1800. Study and research into national styles of organ composition and construction in France, Germany, England and North America.

Piano (PI)

PI 512 Chamber Music 2 Credits

Emphasis is placed upon rehearsal and performances of representative collaborative literature for strings and piano, and woodwinds and piano. Students will be assigned movements from major chamber works selected from different style periods. Professional instrumentalists will join them for rehearsals and performances in class. An overview of the development of this repertoire will be presented and listening assignments will augment the study of specific works. A project involving the study and presentation of a piano quartet or piano quintet will be included. Attendance at three concerts of instrumental chamber music is required. Permission of applied teacher and instructor is required.

PI 513 Jazz Keyboard/Improv 3 Credits

This course will enable pianists and organists to become familiar with the theory, harmony, and improvisational techniques of jazz piano. Emphasis will be placed upon getting each student to create spontaneous improvisations. The fundamental goal will be that of enabling students accustomed to following a score to move beyond it. Extensive exposure to material from the "Great American Songbook" as well as to jazz standards will provide a structural basis for the course.

Prerequisite(s): TH 142 and PI 201, or equivalent knowledge and technical proficiency.

PI 516 Physical/Psych Aspects Piano 2 Credits

The two major emphases of this course are: (1) the pianist as athlete and 2) the pianist as performer. The first includes a study of appropriate exercise, nutrition, anatomy and physiology as they relate to piano technique, implications for injury prevention, and how to deal with injuries should they occur. The second includes the reading process, strategies for practicing, memorizing techniques, and ways of coping with the behavioral, physical and cognitive manifestations of performance anxiety.

PI 540 Keyboard Skills 3 Credits

The course includes in-depth study of numerous aspects of musicianship skills essential for all pianists within the broader categories of technique and practice strategies; memorization and sight reading; improvisation and lead sheet realization. All aspects of piano musicianship skills will be addressed from practical, pedagogical, and collaborative points of view. Assignments will include examples of studies from a wide range of levels all within the current and developing skill level of each student enrolled in the class.

Prerequisite(s): UG - Eight credits of applied keyboard study or permission of keyboard instructor or course instructor. GR - Permission of course instructor.

PI 585 Piano Ensemble 1 Credits

Study and performance of piano duets, two-piano works, and works for combinations of three or more pianists. The emphasis is on ensemble techniques for rehearsal and performance.

PI 609 Graduate Piano Review 1 Credits

A functional course concentrating upon sight reading of simple piano accompaniments and open score reading. Required for graduate students with deficiencies in these skills.

PI 611 Piano Pedagogy Lab 0 Credits

Discussions will include problem-solving related to piano teaching, discussion of observations, supervised and independent teaching, questions relating to repertoire, materials and technique. Comparative philosophies and psychologies and their applications, group and private teaching, business issues, professional organizations and publications, technology, career planning, recital and audition planning will be included. There will also be guidance in the preparation for the graduate oral examination.

PI 622 Eval Piano Teaching Lit 3 Credits

This course provides a critical survey of piano teaching materials, including standard teaching literature, approaches to piano technique in writings and music exercises, and repertoire for the elementary, intermediate, and early advanced student. All music is analyzed from the perspectives of performance, technical demands, strategies for teacher presentation, and student practice. Applications and demonstrations of technology are included. Graduate students demonstrate teaching and performance strategies in class and carry an assigned teaching load at the Westminster Conservatory.

PI 633 Piano Literature Seminar 3 Credits

A major area of piano repertoire is selected for intensive study. The emphasis of the seminar changes from semester to semester. Possible topics include the development of the Mozart concerto, keyboard works of J.S. Bach, piano writing of Debussy, and 20th Century piano music.

PI 641A Piano Primary 2 Credits**PI 641B Piano Primary 1 Credits****PI 641C Piano Elective 2 Credits****PI 641D Piano Elective 1 Credits****PI 641E Piano Primary 2 Credits****PI 641F Piano Primary 1 Credits****PI 661 Graduate Piano Pedagogy 3 Credits**

This course serves as an intensive study of theoretical and practical aspects of piano study, through examination of instruction materials and developing a well-defined philosophy and approach to piano teaching. Students are challenged to increase their ability in connecting advanced and intermediate music study to the foundation of what should take place in the first weeks of piano lessons. The focus of the course lies in developing one's own curriculum, on its own terms, or associated with instruction materials already in publication. Various methodologies and significant areas of thought in the field of piano pedagogy are explored and compared. The course involves private and group lesson observations at all levels of teaching. Practical application of education theory to music lessons at the piano is done through demonstration and practice teaching at the Westminster Conservatory or the College. Practical application of educational theory to music lessons at the piano is done through demonstration and practice teaching through the Westminster Conservatory or the College.

PI 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

PI 691A Piano Pedagogy Internship I 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 691B Piano Pedagogy Internship II 3 Credits

The two-semester internship includes weekly teaching each semester, faculty observation of this teaching, and private discussion with the faculty observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. Internships may include intensive study of private and/or group instruction, reading for children, working with college, adults, piano minor, gifted students or traditional studio of all ages and levels.

PI 713 Accompanying Class 3 Credits

Students will investigate aspects of ensemble in vocal accompanying. Discussion topics will include rubato and its connection to language, stylistic concerns, musical preparation as well as practical issues such as recital programming and balance. Students will be expected to absorb extensive repertoire through attendance and performance. Class format will include both student presentations and lecture sessions.

PI 714 Techniques of Coaching I 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

PI 715 Techniques of Coaching II 2 Credits

A practical course designed to furnish information and experience in all aspects of vocal coaching, including diction coaching, ornamentation and realization, issues of drama and presentation, stylistic considerations, stage deportment and specialized accompanying skills. Students are observed in the process of coaching singers. Semantics and pedagogical techniques are stressed and polished. Factors involved in translations of Italian, French, German and other non-English texts are studied.

Prerequisite(s): PI 714.

Sacred Music (SM)

SM 509 Jubilee Singers 1 Credits

This auditioned ensemble is devoted to the performance of sacred music from the African-American tradition.

SM 510 Conducting Adult Church Choirs: Pedagogy and Management 2 Credits

A practical, skill-based course devoted to the building and maintenance of church music programs serving adults.

SM 511 Sacred Music Lab 0 Credits

Series of classes that addresses a variety of experiences in Sacred Music while rotating principal themes and ideas. Student preparation of monthly worship settings will put studied concepts into practice.

SM 512 Conducting Children and Youth Church Choirs: Pedagogy and Management 2 Credits

A practical, skill-based course devoted to the building and maintenance of church music programs serving children and youth.

SM 517 Concert Handbell Choir II 1 Credits

Open to students who have had previous handbell experience. Intermediate to advanced repertoire, with opportunities for concert performance.

SM 519 Concert Handbell Choir I 1 Credits

A choir selected by audition from the most experienced and capable bell ringers among the student body at large. This ensemble utilizes advanced repertoire and techniques, aiming primarily at presenting concerts both on and off campus, including a two-week annual tour.

SM 525 Conductors' Repertoire Ensemble 1 Credits

An auditioned chamber ensemble, offered every semester, which provides conducting podium time and coaching to all interested members. It additionally serves the conducting needs of graduate Sacred Music majors.

Prerequisite(s): CR 215 or permission of instructor.

SM 531 Colloquium in Sacred Music 2 Credits

A lecture series/colloquium intended to address a wide variety of concerns in the field of Sacred Music while rotating principal themes and ideas.

SM 540 Choir Training/Young Singers 3 Credits

A practicum combined with study designed to teach students how to organize and direct a children's choir program that emphasizes musical training as a basic requirement. The course focuses on teaching children good vocal techniques and sight-reading skills and includes practice teaching in a local school under instructor supervision. Other areas covered include musical readiness skills, voice-change problems, and repertoire.

SM 541 Conducting Church Choirs: Ped & Mgt 3 Credits

A practical course devoted to the building and maintenance of church music programs serving persons of all ages.

SM 610 Foundations of Music Ministry 2 Credits

This graduate level course surveys the vocational needs, professional relationships, administrative styles, and teaching roles of the practicing church musician. In addition to an overview of professional standards, emphasis will also be placed on music engraving skills (music notation software), budgeting, recruitment, endowments and fundraising.

SM 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity. Offered in rotation with other Sacred Music electives. 3 Credit hours.

SM 624 Choral Music for Children 1 Credits

This course is designed to acquaint the church choral director with repertoire suitable for use with children's and youth choirs. Representative repertoire from all periods of music will be discussed and analyzed. Focus will be on repertoire that can be used during special services throughout the liturgical church year.

SM 625 Choral Music for Adults 1 Credits

This course is designed to acquaint the church choral director with repertoire suitable for use with adult choirs and adult ensembles. Representative repertoire from all periods of music will be discussed and analyzed. Focus will be on repertoire that can be used during special services throughout the liturgical church year.

SM 630 Conducting Coaching 1-2 Credits

Structured preparation and faculty coaching of the culminating choral recital in the graduate Sacred Music curriculum.

SM 631 Worship Planning/21st Cent. 3 Credits

Designed to facilitate the planning of worship, this practical course will be an immersion in the musical and theological materials available to those who create worship.

SM 632 Collaborative Prep for Worship 1 Credits

Through seminars, readings and common participation in chapel services, Westminster Choir College and Princeton Theological Seminary students will explore models for pastors and church musicians to prepare collaboratively for worship.

SM 635 Choir Training For Children/Youth 3 Credits

A practical course designed to teach students how to organize and direct a comprehensive music program from preschool through high school in the church setting. The course focuses on teaching excellent vocal techniques for each level as well as appropriate skill development. Other areas of focus include: musical readiness skills; working with preschool singers; understanding the child's voice; the changing voice; and appropriate repertoire for all ages.

SM 640 Liturgies 3 Credits

A study of the origins of liturgy, its development in the main Christian traditions, and its relation to ecclesiastical history, with particular attention given to the differing styles and traditions of liturgical music. Contemporary liturgies are viewed against this historical background.

SM 641 Hymnology 3 Credits

A study of the origins and development of Christian hymnody, with reference to the theological emphases of various periods from the beginnings to the present, aiming to arouse interest in the textual and musical content of hymns and in their effective use in worship.

SM 654 German Church Music 3 Credits

A study of church choral literature by German composers from the 16th century to the present focusing on the pre-Bach and post-Bach cantata. Class performances of selected works. Complements SM 655. Offered in rotation with other Sacred Music electives.

SM 655 Bach Cantatas 3 Credits

A study of the history, performance practices, and liturgical setting of the cantatas of J.S. Bach. Class performances of selected cantatas.

SM 690 Independent Study and Research 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

SM 710 Panorama of Sacred Music 3 Credits

This graduate-level course is a one-semester survey of those masterworks and significant musical movements that have shaped the evolution of Western Sacred Music. Beginning with the Old Testament, this course will move through all eras, highlighting important composers and liturgical trends, placing them in their appropriate cultural and theological contexts.

SM 712 Hist of Sacred Music I 3 Credits

Study and research into the history of Western Christian music and its most important genres beginning with the Old Testament and continuing until the death of J.S. Bach in 1750.

SM 713 Hist of Sacred Music II 3 Credits

Continuation of SM 712, beginning with the Classical Viennese Mass and continuing until today. Emphasis on the development of the American church and its worship music.

SM 722 Theology, Liturgy & Worship 3 Credits

A detailed study of the Bible. Principal thematic and narrative elements are correlated to the development of the church's historic liturgies and the theological principles behind them.

Voice (VC)

VC 591 Performing in Lyric Theater 2 Credits

Performing in Lyric Theater offers techniques for the preparation of lyric roles in a theatrical setting. It will develop elements of stagecraft, systematize a process for preparations and exploration, and introduce the working relationship with director and conductor.

Prerequisite(s): Undergraduates, VC 291 and the successful completion of Level II jury, or permission of the Chair.

VC 592 Opera Workshop 2 Credits

Introduction to opera performance. Acting exercises, character development, dramatic exploration and musical coaching culminating in a workshop-format presentation. It is recommended that VC 491 or 691 be taken before this course. This course may be repeated for credit.

Prerequisite(s): Undergraduates, successful completion of the level II voice test or permission of the chair.

VC 593 Opera Theater 2 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593E Opera Theater (Ensemble) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593N Opera Theater (Opera NJ) 1 Credits**VC 593R Opera Theater (Role) 2 Credits**

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 593T Opera Theater (Tech) 1 Credits

This course involves preparation and performance of a role or in the chorus of a fully staged opera production. Open only by audition. May be repeated for credit.

VC 621 Oratorio Solo Literature 3 Credits

A performance course surveying solo and ensemble portions of oratorios, masses, passions, and cantatas from the early Baroque period to the present, with emphasis on appropriate performance techniques for stylistic integrity.

VC 627 Opera Literature I 3 Credits

Study of the development of opera from 1600 through the Napoleonic era (ca. 1815), with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 628 Opera Literature II 3 Credits

Study of the development of opera from the early 19th century to the present, with emphasis on performance practices, singing styles, libretti, the role of the orchestra, and the historical, political and sociological milieu in which the operas were written.

VC 633 Seminar in Opera Literature 3 Credits

An intensive study of an area of opera literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the works of a selected composer or of a specific genre of opera.

VC 635 Seminar in Song Literature 3 Credits

An intensive study of some area of art song history and literature. The specific content of this course will change from semester to semester. Emphasis is placed upon in-depth study of the selected repertoire.

VC 641A Voice Primary 2 Credits**VC 641B Voice Primary 1 Credits****VC 641C Voice Elective 2 Credits****VC 641D Voice Elective 1 Credits****VC 641E Voice Primary 2 Credits****VC 641F Voice Primary 1 Credits****VC 650 Pedagogy Capstone 1 Credits**

Independent research leading to a completed capstone project, such as a pedagogical publication or presentation, development of an original or unique method of instruction, instructional materials, etc. The project must be approved by the department.

VC 655A Voice Primary 2 Credits**VC 655B Voice Primary 1 Credits****VC 655E Voice Primary 2 Credits****VC 655F Voice Primary 1 Credits****VC 657 Private Coaching 2 Credits**

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 658 Private Coaching 1 Credits

Individual coaching sessions for singers on musical style, interpretation, ensemble, languages, and presentation. Registration for VC 657 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 658 involves weekly half-hour lessons and a fee of \$600. Open to graduate Voice Pedagogy and Performance majors.

VC 661 German Lieder 3 Credits

This survey of the German Lieder begins with its roots in the 17th and 18th centuries and continues into the 20th century. Classes will involve study of Romanticism, including philosophers and poets of the 18th and 19th centuries who were important for German Lieder. The bulk of the class involves in-depth study of the Lieder of the important composers of the genre: Haydn, Mozart, Schubert, Robert and Clara Schumann, Mendelssohn, Liszt, Brahms, Wolf, Strauss, Mahler, Schoenberg, Berg, and Webern. Class sessions will involve a balance of lecture, discussion, and student performance.

VC 662 French Melodie 3 Credits

This course is designed as a survey of the song literature of France. Students examine works for voice and piano/instruments by Berlioz, Gounod, Saint-Saëns, Bizet, Faure, Duparc, Chausson, Debussy, Ravel, Messaien, Milhaud, Poulenc, and others, analyzing their relationship to larger stylistic, social, and musicological trends. Investigation will include matters of prosody, scansion, and compositional organization, with particular attention given to matters of text setting and poetic treatment. Special emphasis will be placed on important French language poets whose literary works serve as the basis for this material. Poets will include Baudelaire, Verlaine, Hugo, Rimbaud, Mallarmé, LaForgue, Maeterlinck, and others. Poetic history and form will be covered as well as important composer/poet partnerships. Class sessions will involve a balance of lecture and discussion. Works by both well-known and lesser-known composers will be included.

VC 667 Private Dramatic/Role Coaching 2 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 668 Private Dramatic/Role Coaching 1 Credits

Individual dramatic coaching sessions for singers on operatic role study and/or audition preparation. Students will provide their own accompanists as needed. Registration for VC 667 involves weekly hour-length lessons and a fee of \$1,200. Registration for VC 668 involves weekly half-hour lessons and a fee of \$600. May be repeated for credit.

VC 690 Independent Research and Study 1-3 Credits

Students may pursue a special topic for which they have prepared through prior course work. Only one project may be scheduled in a semester. The project may involve 1-3 credit hours. Approval of the faculty sponsor, department chair, and dean required prior to the first day of the semester in which the project is to be completed. Minimum cumulative GPA of 3.0 required.

Prerequisite(s): graduate standing.

VC 705 Grad Voice Rep:Italian/French 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 706 Grad Voice Rep:German/English 1 Credits

This class is a performance seminar focusing on the synthesis of musical line and linguistic inflection. Elements of tonal color, frequency, vowel purity and rhythm will be practiced in each class session as individual students perform selections from the literature. Repeatable for credit only if space is available AND by permission of the Chair.

VC 722 Literature for Teaching 3 Credits

A survey of graduated teaching literature for beginning, intermediate and advanced voice students. Literature will be explored that is particularly well-suited to specific vocal issues (e.g. legato, coloratura, staccato, etc.)

Prerequisite(s): VC 723, VC 724.

VC 723 Voice Ped I: Voice Science 3 Credits

Study of voice anatomy and physiology with concentration on respiration, phonation, articulation, hearing and vocal health. Through hands-on experience in the Westminster Voice Laboratory, students explore the physics of sound, the fundamentals of musical acoustics, and acoustical elements that are unique to the human voice. Priority registration is given to M.V.P. majors and M.M. students majoring in Voice Performance and Pedagogy. Other students may enroll on a space-available basis.

VC 724 Voice Ped II: Methods 3 Credits

A comparative study of various pedagogical methods and ideals. A wide range of important historical and contemporary pedagogy treatises is reviewed. Students explore exercises and vocalises for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student.

Prerequisite(s): VC 723.

VC 725 Voice Ped III: Tchng Practicum 3 Credits

Communication skills are explored and students develop a systematic approach to studio voice instruction. Each student is assigned at least two voice students (one adult and one teenager) to be taught both inside and outside of class. Emphasis is placed on becoming familiar with all voice classifications and basic vocal literature.

Prerequisite(s): VC 723.

VC 726 Voice Research 3 Credits

Peer reviewed research in voice is evaluated and research methodologies are explored. Class projects include research in historical, qualitative, quantitative, and mixed methods approaches.

VC 730 The Singing Actor: Opera 3 Credits

This course entails coaching of selected songs, arias or repertoire from music theater, and techniques for performance preparation through intensive research. A final written project involves a musical and dramatic analysis of all chosen repertoire.

VC 731 Opera Auditions: Prep & Tech 2 Credits

This class will explore the many facets of preparing an audition for an opera role, apprentice program, or competition. At least three to four arias in contrasting styles and languages should be prepared for work in class. Areas to be addressed include vocal and dramatic presentation, networking, resume building, make-up, and photo advice. In coordination with the Office of Career Services, panel discussions with invited guests that will explore specific career-related topics will be scheduled.

Prerequisite(s): permission of the applied instructor.

VC 740 Seminar in Music Theater Pedagogy 3 Credits

Comprehensive study of various pedagogical approaches to teaching Music Theater singing techniques. Students explore exercises and vocalizes for general voice development as well as techniques to address and correct specific vocal problems. Role-playing exercises are used to develop appropriate listening and teaching skills. Class participants begin supervised instruction of a volunteer singing student. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments, and other written assignments.

Prerequisite(s): VC 723.

VC 741 Music Theater Literature I 3 Credits

Survey and analysis of Music Theater literature from its roots in Tin Pan Alley through Kander and Ebb. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 742 Music Theater Literature II 3 Credits

Survey and analysis of Music Theater Literature from Sondheim to the present. Students will explore the synergistic relationships among text, music, and style and discuss the influence of society and politics on the genre. The class will also discuss the integration of pop/rock and other contemporary substyles within the genre. The course is offered entirely online and will consist of recorded lectures, reading assignments, group discussions via discussion boards, listening assignments and other written assignments.

VC 753 Spec Topics in Voice Perf Prac 3 Credits

Intensive performance coaching and lectures in the form of master classes where performance practice in selected topics will be taught by current faculty or distinguished alumni and specialists in their fields.

Prerequisite(s): permission of the applied instructor.

VC 791 Teaching Internship 2 Credits

Teaching internship with a master teacher(s). The student will teach under faculty observation and supervision, including follow-up private discussion with the observer. In addition, students themselves observe group and private lessons and are given readings, written assignments, and/or projects associated with their own teaching. May be offered on an intensive basis in conjunction with Westminster Summer Session events, such as The High School Solo Vocal Artist and/or Vocal Institute.

Department Information

- Arts and Sciences (p. 1192)
- Baccalaureate Honors Program (p. 1193)
- Conducting (p. 1194)
- Music Composition, History and Theory (p. 1195)
- Music Education (p. 1196)
- Organ/Harpischord (p. 1198)
- Piano (p. 1199)
- Sacred Music (p. 1200)
- Voice (p. 1201)

Arts and Sciences

General Remarks

Arts and Sciences courses seek to provide those elements of a liberal arts education that will furnish undergraduates with an intelligent grasp of their cultural heritage and of the world in which they live. A thorough and ongoing contact with the humanities and an appreciation for the behavioral, social and physical sciences are indispensable to the development of musical leadership. Arts and Sciences courses are taught on the Westminster campus by faculty from all departments of the University. Westminster students may enroll in classes at the Princeton and Lawrenceville campuses. Please see the section, "Princeton University Program" for additional information.

Music History and Art History courses cannot be used to fulfill the Arts and Sciences history elective requirement.

Bachelor of Arts in Music

The Bachelor of Arts in Music (p. 1083) is a liberal arts degree with a major in music. A broad foundation in liberal studies complements extensive studies in music. The curriculum is designed for students whose academic/and or career interests extend beyond music.

Reading, Writing and Mathematics Skills

All entering undergraduates take placement tests in order to determine the level of their English reading and writing abilities and the level of their mathematics skills. Students exempted from any required Arts and Sciences course(s) must replace the credits with additional Arts and Sciences electives.

As a result of SAT scores and/or the English placement test, students may be required to take LL 037 during their first fall semester. LL 037, if required, must be completed satisfactorily as a prerequisite to all other Arts and Sciences courses. All students should complete LL 131 or CMP 203 during their first year of study.

English Placement

Students who have earned an AP score of 4 on either the Composition and Literature or the Language and Literature examination will receive credit for LL 131. Students who have earned an AP score of 5 on either the Composition and Literature or the Language and Literature examination will receive three additional credits.

Students with a combined score on the SATW and SATR of 1300 or higher are eligible to enroll in CMP 203 or LL 131. Students may enroll in BHP 100 by invitation of the Westminster Choir College Honors Program.

Students with an SATW score of 550 or higher OR an essay score of 8 or higher will be placed into LL 131.

Students with an SATW below 550 AND an essay score below 8 will be placed into LL 037.

Students with an SATW score lower than 500 OR an essay score lower than 7 may not challenge their placement into LL 037.

Students with an SATW score between 500-550 and an essay score of 7 may challenge their placement into LL 037 by taking the English Placement Test.

Mathematics Placement

As a result of the SAT scores and/or the mathematics placement test, students may be required to take MTH 100S Math Skills Lab.

Failing grade on the Mathematics Placement Test, OR SAT Math < 550: MTH 100S Math Skills Lab.

Passing grade on the Mathematics Placement Test, OR SAT Math ≥ 550 OR completion of MTH 100S Math Skills Lab: MTH 102 Finite Mathematics.

Foreign Languages

Foreign language study is sequential, each course being prerequisite to the next. A minimum grade of C is required for advancement to the next level. Grades of C- or below will not be accepted. Placement tests are offered for students who have backgrounds in French, German or Italian. Advanced standing may be approved, but credit is not awarded except by transfer of credits earned in foreign language study at the college level for undergraduate students only.

- Foreign language placement tests are intended to determine appropriate placement only for students that have had prior instruction in the language and intend to take further courses in the language at Rider University. Undergraduate students whose test results place them into 200 or 300-level must take at least one semester of the language in order to fulfill an undergraduate language requirement.
- Foreign language placement tests do not result in credit awarded.
- Undergraduate students who have earned a minimum grade of C in a language course at another college or university will receive credit after supplying transcript evidence. Grades of C- or below are not sufficient.
- Students who have earned a minimum score of 3 on the AP (Advanced Placement) test, may receive three to six credits for each language exam.
- Undergraduate students who would like to receive credit for one or more language courses may take the College Level Examination Program (<https://clep.collegeboard.org/exam>) (CLEP) in that language at their own expense. (There is currently no CLEP exam for Italian.) Students who earn a score of at least 65 on CLEP exams may earn credits towards graduation.
- Native speakers may be exempted from taking a course in their native language by the Dean or by recommendation from the appropriate language instructor. This exemption does not receive credit, but fulfills undergraduate language requirements in that language.

For undergraduates exempted from language courses, the language credits are replaced by electives in Arts and Sciences.

AP, IB, and CLEP Credit

Students who have earned a minimum score of 3 may receive three to six credits for each Advanced Placement (AP) test. A minimum score of 4 is required on the Music Theory AP test. Specific course and credit information is available at www.rider.edu/admissions/undergraduate-admission/how-apply/first-year-college-students/ap-credits (<http://www.rider.edu/admissions/undergraduate-admission/how-apply/first-year-college-students/ap-credits>)

Students who have completed International Baccalaureate (IB) courses must submit appropriate transcripts and scores. Incoming students may be granted up to 20 credits on the basis of their International

Baccalaureate (IB) coursework. Credits are awarded for Higher Level IB courses based on the student receiving a score at or above the level approved by the department that evaluated the course (in no case less than a score of five). In order to grant credit, Rider's Office of Undergraduate Admission must be sent an official IB transcript. Specific course and credit information may be found at www.rider.edu/admissions/undergraduate-admission/how-apply/ib-course-equivalency

In the case of the College Level Examination Program (CLEP) (<https://clep.collegeboard.org/exam>), students who have earned scores of at least 65 on tests prior to entering Westminster Choir College may apply these courses toward graduation. Students are limited to three credits per course unless additional credit is specifically authorized by the department. After enrolling at Westminster, students must obtain advance written approval from the department in order to earn credit through CLEP.

The following policies govern the awarding of academic credit for CLEP Examinations:

1. Credit will be provided for the successful completion of CLEP Subject Examinations, provided the student has not already received credit for corresponding courses.
2. A college course may not be taken for credit if the student has already received credit for the course through CLEP.
3. Continuing students must obtain approval from their academic dean prior to taking CLEP examinations.
4. Awarding of CLEP credits, like credit transferred from other colleges and universities, is subject to the approval of the student's academic dean.
5. Juniors or seniors generally may not obtain CLEP credits. Students having CLEP credits or contemplating CLEP exams should consult with their academic dean.

Faculty

Elly Sparks Brown • Adjunct Assistant Professor, Arts and Sciences, 2013. B.A., Seton Hill University; M.A., The Catholic University of America; M.Div., Virginia Theological Seminary; D.Min., Wesley Theological Seminary.

Elena Livingstone-Ross • Adjunct Assistant Professor, Arts and Sciences, 1995. Graduate, Polytechnic Institute of Leningrad; B.A., Grinnell College; M.A., Princeton University.

Ute Mehnert • Adjunct Assistant Professor, Arts and Sciences, 2011. M.A., Ph.D., University of Cologne.

Elizabeth S. Scheiber • Professor, Department of WCC Piano and Voice, B.A. Western Kentucky University; M.A. Indiana University; Ph.D. Indiana University

Baccalaureate Honors Program

Westminster Choir College Honors Program

General Remarks

The Baccalaureate Honors Program (BHP) is a University-wide honors program designed to enrich the educational opportunities available to Rider students. It is available to those students of proven intellectual capability who are invited to become Baccalaureate Scholars.

Interdisciplinary in orientation, the Westminster Choir College program enables Baccalaureate Scholars at Westminster to expand their knowledge and interest in the liberal arts during their music study. Through a series of team-taught seminars, single discipline honors courses and other options for music honors study, as well as an honors thesis, scholars extend their ability to think critically, coherently, and systematically about the great themes, ideals and movements of their human heritage.

Students are invited to join the Westminster Baccalaureate Honors Program as entering freshmen and may apply as currently enrolled freshmen or sophomores. Generally, students with SAT and high school GPA scores in the top 20% of the entering Westminster freshmen class are considered for invitation into the WCC BHP program. Students currently enrolled at Rider University must have at least a 3.3 GPA at the time of application to the program. In order to remain in the Baccalaureate Honors Program, the student must maintain a minimum cumulative GPA of 3.3.

Non-honors students, including juniors and seniors, who have earned a minimum cumulative GPA of 3.5, including juniors and seniors, may enroll in a particular honors seminar course with approval of the Westminster Choir College Honors Program Director. Permission will be given on a space-available basis, with priority given to students in the Honors Program.

In order to graduate with Baccalaureate Honors, Westminster students must complete eight honors courses: at least 4 interdisciplinary (team-taught) honors seminars, a capstone (thesis) project, and 3 other honors courses, seminars, or contracts. The Program is supplemented by other honors opportunities at the college and department level, and some graduate courses in music may be allowed as honors courses. All freshman honors students take BHP 150 Honors Seminar: Great Ideas II, which substitutes for English Composition. Most honors courses fulfill core degree requirements. Students may enroll in honors courses on either campus of Rider University. Students should see the Westminster Choir College Honors Program Director regarding guidelines and options for completing honors studies.

To view a list of all BHP courses and the category of requirement for which they count, click here:

<http://www.rider.edu/academics/academic-programs/honors-programs/baccalaureate-honors-program/core-substitutions>

Students enrolled in the Honors Program may register for graduate courses on the Princeton campus and request that they count as honors courses according to the following policies:

1. Students who have earned at least 45 credits and hold a minimum cumulative GPA of 3.5 may register for 600-level graduate courses upon permission of the instructor, the Honors Program Director, and the Associate Dean.
2. Students who have earned at least 45 credits and hold a minimum cumulative GPA of 3.80 may register for 700-level graduate courses upon permission of the instructor, the Honors Program Director, the Chair of the department offering the course, and the Associate Dean.
3. Approval is based upon criteria such as cumulative grade point average, courses taken, and preparation for the particular course requested.
4. Undergraduate students permitted to enroll in 600- or 700-level graduate courses must complete the same syllabus and

requirements that pertain to the graduate students in the course. The grade for the course will be recorded on a graduate transcript.

5. If a grade of "B-" or higher is earned, the course will be permitted to substitute for an undergraduate honors course. For any course used to meet undergraduate requirements, should the student later decide to enroll in a graduate program of the Westminster College of the Arts, the course cannot be used to meet graduate program requirements. In the event the course is required in the graduate program, the department sponsoring the program will identify a suitable substitution.

Honors seminars are designated on student transcripts, whether or not the student completes the Baccalaureate Honors Program. Upon successful completion of the program, an honors student receives an appropriate certificate. Successful completion also is recorded on the transcript and listed in the commencement program.

Contact

bhp@rider.edu

Program Website: <http://www.rider.edu/academics/academic-programs/honors-programs/baccalaureate-honors-program>

Conducting

Program Overview

The reputation of Westminster Choir College rests in large part upon the excellence of the choirs and the success of its graduates. The nation's leading critics and orchestra conductors continue to find the choirs worthy of the highest praise. Choral music is therefore the focus of all curricula. Westminster alumni are employed by schools, universities, churches, professional choruses and orchestras and opera houses throughout the world. Opportunities for choral performance on a professional level are unparalleled, and students acquire a strong foundation in conducting technique and knowledge of choral literature.

Ensemble Grading Policy

A. Attendance

- Two absences are allowed per semester. No absences are allowed for dress rehearsals or performances.
- All events on the syllabus are required.
- Any absences over two will result in a lowered letter grade.
- Extenuating circumstances should be discussed with the director before they occur.
- Be on time. Two tardies will count as one absence.
- Missing a dress rehearsal or concert will result in a failing grade for the semester.

B. Participation/General Information

- Positive participation factors into your grade.
- Music and pencil are required at each rehearsal.
- Memorization, written translations and other analytical study may be required.

Required Ensembles

Required ensembles are the essence of Westminster Choir College. These experiences enrich the entire student body and create the opportunity to form a creative musical core.

Chapel Choir and Schola Cantorum are designed to meet the needs of freshmen and sophomores. Each ensemble provides a dynamic and focused experience to build a strong foundation of rehearsal skills, choral tone, language and musicianship. Both ensembles use a variety of repertoire to build a strong foundation for each student.

The Symphonic Choir is at the heart of the college choral community. The ensemble appears with symphony orchestras of the United States and Europe. Students above the lower division sing in the Symphonic Choir, preparing choral/orchestral repertoire for performance at major venues along with local and regional concerts.

Elective Ensembles

Elective ensembles are open to students by audition only. Auditions are held in the fall semester, and students perform in that ensemble for the academic year. The elective ensembles are Westminster Choir, Williamson Voices, Kantorei, Jubilee Singers and Concert Handbell Choir I.

Conducting Major: Graduate

The graduate choral conducting program, generally a two-year program, trains conductors to be marketable and effective musicians. Westminster offers a balance of academic and performance opportunities. Graduate conducting majors take a core of research, literature, conducting, pedagogy and ensemble. Applied study and ensemble conducting offer each candidate the opportunity to work with the conducting faculty. Candidates must successfully complete a comprehensive oral exam before a degree is conferred. Graduate Conducting majors are admitted by audition in order to assure quality conducting experiences and contact with the graduate faculty.

Conducting Concentration: Graduate

Graduate students majoring in Sacred Music and those Master of Music Education majors admitted with conducting as the performance field participate in Symphonic Choir for two semesters and in Master Singers for two to three semesters. A half recital in conducting is presented at the culmination of study. For Sacred Music majors, the conducting recital is a requirement in addition to the solo recital.

Contact

Amanda Quist, D.M.A.

Associate Professor, Chair of Conducting, Organ and Sacred Music
Williamson Hall 43
609-921-7100, ext. 8244
aquist@rider.edu

Faculty

Joe Miller • Professor, Conducting; Director of Choral Activities, 2006. B.S., University of Tennessee; M.M., D.M.A., College-Conservatory of Music, University of Cincinnati.

Ryan Brandau • Adjunct Assistant Professor, Conducting, 2012. A.B., Princeton University; M.Ph., University of Cambridge; M.M., D.M.A., Yale University.

James Jordan • Professor, Conducting, 1991. B.M., Susquehanna University; M.M., Ph.D., Temple University.

Amanda Quist • (Chair) Associate Professor, Conducting, 2010. B.M., Western Michigan University; M.M., Western Michigan University; D.M.A., University of North Texas.

Music Composition, History and Theory

General Remarks

The program in composition, music history and theory aims to develop the aural skills needed by all musicians, to provide the necessary theoretical knowledge for the continuing study and performance of music, to build an understanding of music's function in society, to develop analytical and esthetic understanding of music forms and styles and to foster the creative impulse in music.

The Undergraduate Music History Curriculum

Music history is concerned with why music matters to us both aesthetically and socially, what the past can teach us about ourselves, and how we arrive at our understandings of the past. It asks such questions as: why did this style or trend occur at this time? Why do we consider this composer to be more important than another composer? What social or political ideas are incorporated into this music? How can music communicate social or political ideas and change society for the better or the worse?

All undergraduates are required to take the two-semester Historiography sequence, Music Since 1900 and a music history elective at or above the 400 level. After completing the required courses, students will have:

- gained a working knowledge of the history of Western Art Music,
- some exposure to music of several other music cultures,
- acquired information literacy skills that will allow them to conduct further research in music history,
- improved their ability to read and critique academic writings and
- completed at least one major research project.

Undergraduate Music Theory Curriculum

Required musicianship courses, Contemporary Trends, and elective theory courses form the core of the undergraduate music theory curriculum. All baccalaureate candidates must elect a level I theory course; Bachelor of Music candidates also must elect a level II theory course. All theory electives are defined as level I or level II under course descriptions. Also see "Music Theory Electives" below.

Incoming undergraduates take placement tests and may be required to take Introduction to Musicianship before beginning the core sequence of studies in musicianship. Exemption from and credit for required college-level courses may be earned by passing examinations administered by the department. These examinations are intended for entering freshmen and transfer students only.

Incoming undergraduates who hold scores of 4 or 5 on the Advanced Placement Examination in Music Theory will receive credit by examination for TH 141 Musicianship I. Students receiving credit for TH 141 are eligible to take a placement test to determine if credit by examination may be granted for additional theory courses.

Theory/Composition Major: Undergraduate

The curriculum for the undergraduate Theory/Composition major is designed to foster individual creative ability and to develop a broad and informed musicianship along with a knowledge of the literature of all periods. The department welcomes diversity of compositional styles and esthetic viewpoints and encourages exploration on the part of its students. The program culminates with a recital of original music written while a student is enrolled at Westminster.

Composition Major: Graduate

Composition majors are expected to write works for soloists, for chamber ensembles, and for large wind or orchestral ensembles. The department welcomes diversity of compositional styles and esthetic viewpoints and encourages exploration on the part of its students. The program culminates with a recital of original music written while a student is enrolled at Westminster.

Composition Primary: Graduate

Graduate students majoring in Sacred Music or Music Education may be admitted with a composition primary. Such a student must complete three semesters of Composition Primary and must present a composition recital as a conductor, accompanist, soloist, or ensemble performer. For Sacred Music majors, the composition recital is distinct from the required conducting recital.

Music History Elective

The Music History elective (MH 433, MH 733) is an in-depth exploration of a single topic (e.g., a composer, a genre, a country). Topics will vary from year to year. Generally, offerings include at least one course in Western Art Music before 1800, one course in Western Art Music since 1800, one course in Asian, Latin American or African music, and one course in Popular Music (broadly defined) on a regular basis. The goal of the elective is not only to teach students about the specific topic of the course, but also to develop students' research skills so that they can teach themselves about any topic in music history in the future. The Music History elective includes a significant research paper (2000+ words at the 400 level; 3000+ words at the 700 level).

Music Theory Electives

Elective courses provide students with opportunities to apply their skills to specific areas of inquiry after satisfying specific prerequisites. The core requirements for Bachelor of Music students include two music theory electives. Bachelor of Music students may meet the theory requirement by taking one level I elective (preferably after completing TH 142 and before taking TH 241) and one level II elective, or else by taking two level II electives.

Level I theory electives include:

Code	Title	Credits
TH 237	Composition Class	3
TH 251	Analytical Studies I	3
TH 253	Orchestration	3
TH 255	Song Writing	3
TH 259	Electroacoustic Music	3

Level II theory electives include:

Code	Title	Credits
TH 424	Choral/Instru Arranging	3
TH 431	Form and Analysis	3
TH 432	Contrapuntal Techniques	3
TH 433	Special Topics in Theory	3
TH 452	Analytical Studies II	3
TH 550	Keyboard Harmony	3

Music Computing Center

Westminster maintains a music computing facility in which students can compose, orchestrate, and print their compositions in publishable quality using computers interfaced with sampler/synthesizers as well as sequencing and music printing software.

Faculty

Sharon Mirchandani (chair) • Professor, Music History/Theory, 1997. B.M., Bowling Green State University; M.M., Temple University; Ph.D., Rutgers University.

Christian Carey • Associate Professor, Theory/Composition/Music History, 2004. B.M., Juilliard; M.M., Boston University; Ph.D., Rutgers University.

Charles Frantz • Adjunct Associate Professor, Music History/Theory, 2000. B.M., M.M., Temple University; Ph.D., Rutgers University.

R. Douglas Helvering • Adjunct Professor, Theory, 2009. B.M., University of Nebraska; M.M., Westminster Choir College; D.M.A., University of Kansas.

Ronald A. Hemmel • Professor, Theory/Composition. B.M., Westminster Choir College; M.M., James Madison University; M.Phil., Ph.D., Rutgers University.

Eric Hung • Associate Professor, Music History, and Supervisor, American and Public Musicology Program, 2004. A.R.C.T., Royal Conservatory of Music; B.A., Wesleyan University; Ph.D., Stanford University.

Jay Kawarsky • Professor, Theory/Composition, 1989. B.M.E., Iowa State University; M.M., D.M., Northwestern University.

Anthony Kosar • Professor, Theory, 1984. B.M., West Liberty State College; M.M., Southern Illinois University; Ph.D., The Ohio State University.

Carmen Mateiescu • Adjunct Assistant Professor, Theory/Composition, 2007. B.M., M.M., University of Music (Bucharest); Ph.D., Rutgers University.

Joel Phillips • Professor, Theory/Composition, 1985. M.M., Eastman School of Music, University of Rochester; B.M., D.M.A., University of Alabama.

Stefan Young • Professor, Theory/Composition, 1979. B.M., Rollins College; M.M., The Juilliard School; Ph.D., Rutgers University.

Music Education

Music Education Major: Undergraduate

The undergraduate Music Education curriculum is planned to develop teachers who are reflective, who acknowledge the connections music has to the child's world and who seek to promote an understanding of those connections in a social context. Students come to know and understand:

- the central concepts, tools of inquiry and structures of music education as they relate to the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts and how to design appropriate learning experiences that connect to the students' world and help students to broaden their perceptions of the world around them;
- how children learn and adapt to instruction that meets a diversity of learning styles and special learning needs in a variety of school contexts;
- the importance of teaching that is culturally responsive;
- instructional planning and curriculum design that promote critical thinking, action and feeling through teaching constructivist and other appropriate strategies;

- how to engage students in problem solving, problem posing and meaningful dialogue;
- the appropriate use of multiple assessments;
- sound principles of effective classroom management;
- effective verbal, nonverbal and written communication techniques and the tools of information literacy;
- the importance of being articulate advocates for music education in the schools;
- the importance of schooling within the context of the community and of learning to build partnerships with parents, families and agencies within the community to support students' learning and well-being;
- the importance of on-going professional development.

The curriculum includes a state-approved music education program that leads to a letter of certification eligibility for teaching vocal and instrumental music at all levels in New Jersey. Transfer of certificates to other states is greatly facilitated by accreditation of the program by the National Council for the Accreditation of teacher Education (NCATE) and by membership of the State of New Jersey in the National Association of State Directors of Teacher Education and Certification program (NASDTEC) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Music Education Majors must maintain a minimum cumulative grade point average of 3.0. Students whose general progress is unsatisfactory or whose cumulative grade point average falls below a minimum 3.0 level may be dropped from the Music Education major. If a student is dropped from the major because of failure to maintain the minimum grade point average, s/he may apply for readmission to the Music Education department. Readmission will be dependent upon various criteria, including the G.P.A., current academic progress and the student's general standing. Decisions regarding retention or appeals will be made in a manner consistent with state and institutional non-discrimination policies.

Applications for certification are processed each year on November 15 And April 15 and at no other time.

Music Education Lab

Undergraduates must meet the weekly attendance and participation requirements for Music Education Lab during every semester of enrollment up to seven semesters as an undergraduate Music Education major except for the senior student teaching semester. Grading is "P" (satisfactory) or "U" (unsatisfactory). As part of the Music Education Lab experience, students are required to complete 15 hours of professional development. Students propose their own Professional Development Activity (PDA) to be approved by the lab instructor each semester.

Graduate students have no departmental requirements in Music Education Lab.

National Association for Music Education

Music Education majors are encouraged to join the Westminster student chapter of the National Association for Music Education (NAfME.org (<http://www.NAfME.org>)). Membership enables them to attend state, regional and national meetings, providing them with a connection to active members of the profession. Members also receive the Music Educators Journal, Tempo and Teaching Music, which are used as supplementary texts in several courses.

Music Education Portfolios

All Music Education majors must maintain portfolios of work providing evidence of their suitability for teaching. Portfolios of undergraduates are reviewed by the department with students when they have earned at least 60 credits as well as upon completion of ME 492 Student Teaching. Students must pass the portfolio review to continue in the department. Portfolios of graduate students are reviewed each year.

Practicums and Field-based Observations

In addition to the standard student teaching semester in the senior year, a special feature of the Westminster program is the experience of observation and teaching in the context of the Art of Teaching Music courses ME 161, ME 262, ME 563 and ME 564. These combine instruction in music methods with practical experience in public school contexts. Several music education courses require students to make observations of music classes in urban, suburban, public and/or private schools.

Students must be prepared to arrange for transportation to and from practicums at a reasonable distance from the college and to sustain related expenses.

Students will be required to obtain a background clearance in an assigned school district in order to participate in a field experience. Students who have been convicted of a felony may not be approved for field experiences, and are not able to receive New Jersey State Teacher Licensure.

Priority Registration

Because of the demand for these courses, ME majors will receive priority registration for:

Code	Title	Credits
ME 111	Music Education Lab	0
ME 161	Art of Teaching Music I	3
ME 262	Art of Teaching Music II	4
ME 563	Art of Teaching Music III	4
ME 564	Art of Teaching Music IV	4

Students who register after pre-registration are not assured places in these classes. Students need permission of the chair to register for student teaching. All pre-requisites for student teaching must be completed before permission is granted. Therefore, students are urged to complete pre-requisites (including PI 204) by the end of the spring semester of their junior year. It is recommended that students meet piano proficiency requirements by the end of their sophomore year.

Student Teaching

Student teaching is a full semester in duration and is usually completed during the seventh or eighth semester of study. Students may not enroll for any applied or classroom courses during the semester of student teaching, except for ME 587 and ME 595. In addition, students may not present or participate in recitals or choral performances or ensembles during the semester of student teaching. Further departmental policies regarding the student teaching semester are contained in the Music Education Department Handbook. Students are referred to the paragraph above which relates to registering for the student teaching semester.

Bachelor of Music/Master of Arts in Teaching (B.M./M.A.T.) 5-year Combined Degree Program

The Bachelor of Music/Master of Arts in Teaching is a five-year, dual-degree University program whereby students earn a Bachelor of Music degree with a major in Music Education from Westminster Choir College and a Master of Arts in Teaching degree from the School of Education. The State of New Jersey letter of eligibility with advanced standing, commonly called "certification", is granted upon completion of the dual degree program. Students may apply for this program upon successful completion of their sophomore portfolio review and, if accepted, may begin the program in their junior year. Students must have the recommendation of the Music Education Department and meet specific requirements for admission that are included elsewhere in this catalog as well as the Rider University catalog.

Music Education Major: Graduate (M.M.)

This program is designed for students who wish to major in music education with a concentration in applied music or composition. It is generally expected that students interested in the Master of Music program will hold state teaching certification and will have taught for at least one year prior to initial enrollment at Westminster. Applicants are sometimes accepted without this experience, but the Music Education Department reserves the right to require that a year of successful teaching be completed before the Master of Music degree in this major field is granted. Applicants must complete an audition as part of the admission process.

The Master of Music degree in music education does not itself include courses leading to New Jersey certification; applicants should therefore normally possess certificates before beginning master's work.

The Master of Music program reflects the Westminster philosophy that the music educator must be a fully capable musician. Consequently, there is a decided emphasis on performance or composition in the curriculum, with several options available. The professional sequence of courses conjoins philosophy of music education, psychology of music learning and praxis. The course content is presented in the context of post-modern critical theory and connects to the social, cultural and political tensions found in schooling. Students acquire habits of mind to challenge the status quo and complete the program as agents of change—advocating a critical pedagogy for music education that is transformational.

For more information on this program please visit Graduate Programs: Music Education (<http://www.rider.edu/wcc/academics/graduate-programs/music-education>)

Master of Music Education (M.M.E)

The Master of Music Education program is for music teachers who wish to complete graduate study in four summers or in two academic years. Students may also combine summer and academic terms to accelerate completion. Students wishing to pursue K-12 music certification concurrently with this degree may do so through the Graduate Level Teacher Certification Program (GLTP) offered by Rider University's School of Education.

This program includes music education courses, music core courses, choral ensemble performance and a self-designed, 12-credit area of focus proposed by the student to the department. The degree culminates in the completion of a master's thesis. Students in the certification program must plan to include study during the academic year in order to complete

required field experiences, including student teaching. Like the Master of Music (M.M.) degree, the professional sequence of courses conjoins philosophy of music education, psychology of music learning and praxis. The course content is presented in the context of post-modern critical theory and connects to the social, cultural and political tensions found in schooling. Students acquire habits of mind to challenge the status quo and complete the program as agents of change—advocating a critical pedagogy for music education that is transformational.

For more information on this program please visit Graduate Programs: Music Education (<http://www.rider.edu/wcc/academics/graduate-programs/music-education>)

Music Education Courses Online

The following music education courses are offered in traditional (fall, spring and summer terms) and online formats throughout the year. The online versions may be offered in 13-week, 8-week and 3-week formats. Students in the MM, MME or BM/MAT programs may take either the traditional or online format to complete their degree. Students in other degree programs may take these courses as free electives:

Code	Title	Credits
ME 685	Research in Music Education	3
ME 692	Hist & Phil of Music Educ	3
ME 693	Seminar in Music Educ	3
ME 721	Curric Development & Eval	3
ME 723	Psychology for Music Tchr	3

The following courses are offered by the College of Continuing Studies and may be used as electives in graduate music education programs. They are taught quarterly online, in 8-week modules throughout the year:

- CP-600 Creative Practices in Music Teaching and Learning
- CP-620 Creative Practices in Vocal Science
- CP-640 Creative Practices in Choral Pedagogy
- CP-660 Creative Practices in Classroom

Westminster Academy

The Westminster Academy is the laboratory school of the Music Education Department and the Westminster Conservatory. Classes are taught in a residency program at John Witherspoon Middle School, located in Princeton, and to home-schooled students at Westminster Conservatory, located on the Westminster campus. Opportunities for teaching internships are provided for graduate students in music education as well as practicum experience for undergraduate Music Education majors. The teaching philosophy at Westminster Academy embraces Critical Pedagogy for Music Education, connecting music teaching in the context of social change. Lessons are designed to meet individual student learning styles and the teaching strategies are framed in constructivist ideology. The curriculum seeks to affect transformative learning for both students and their teachers.

Westminster Partnership with the Federal University of Rio Grande do Sul, Porto Alegre, Brazil

The music education department at Westminster has a partnership with the graduate music education program at the Universidade Federal do Rio Grande do Sul (UFRGS) in Porto Alegre, Brazil. Faculty members from the music education department at Westminster regularly teach at UFRGS and professors from Porto Alegre present seminars as visiting

scholars at Westminster. Opportunities are under exploration for students to study in Brazil as part of their graduate degree. In addition, the Department offers instruction in O Passo (The Step), a Brazilian music education method developed by Lucas Ciavatta of Rio de Janeiro who is an adjunct assistant professor in music education at Westminster. Courses in O Passo are offered in alternate summers and special workshops are planned at various times during the academic year as appropriate. O Passo is taught at Westminster Academy to sixth grade students at Witherspoon Middle School.

Faculty

Janet Cape • Chair, Associate Professor, Music Education, 2010. B.M., University of Victoria; M.M., Arizona State University; D.M.A., Arizona State University.

Frank Abrahams • Professor, Music Education, 1992. B.M.E., Temple University; M.M., New England Conservatory; Ed.D., Temple University.

Maureen Murphy-Fernandez • Adjunct Instructor, Music Education, 2016, B.S. West Chester University.

Marshall Onofrio • Professor, Music Education, 2007. 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.

Organ/Harpischord

General Remarks

The purpose of organ study at Westminster is that of equipping students for church work, teaching and recitals. Thorough training and study of technique, service playing, organ literature and the instrument itself are integral to the total organ program. Details of jury, repertoire and recital requirements may be obtained from the Organ faculty.

There are currently 19 organs for student and faculty use on the campus. These include an Aeolian-Skinner, 1935, completely refinished tonally in 1983 by Mark Brombaugh and Kenneth Wolfe; a Casavant, 1968; a Fisk, 1977; and others by von Beckerath, Casavant, Flentrop, Hildebrandt, Holtkamp, Möller, Noack, Ott, Phelps, and Schantz.

Organ Major: Undergraduate

Undergraduate Organ Performance majors are required to play six times each semester in performance class as outlined in the Organ Department Handbook. A half recital in the junior year and a full recital in the senior year, each partially memorized, are required. Juries are required at the end of each semester unless a recital is successfully completed during the semester.

Organ Primary: Undergraduate

Organ primary students majoring in Sacred Music, Music Education, or Theory/Composition are expected to play five times each semester in performance class as outlined in the Organ Department Handbook. Seniors must present a half or full recital, as determined by the instructor and with the approval of the department chair. Juries are required at the end of each semester unless a recital is successfully completed during the semester.

Organ Major: Graduate

Graduate Organ Performance majors are required to play six times each semester in performance class as outlined in the Organ Department Handbook. Semester juries are required unless a recital is successfully performed during the semester. The degree program is culminated by one fully memorized or two non-memorized recitals. The entrance audition

may be waived for current Westminster seniors and, in some cases as determined by the department chair, for recent Westminster graduates. Students must take OR 433 and OR 434 (carrying no graduate credit) or pass an exemption examination.

Organ Primary: Graduate

Graduate students majoring in Sacred Music or Music Education may study organ as a primary instrument to satisfy degree requirements. Graduate organ primary students are required to play five times each semester in performance class as outlined in the Organ Department Handbook. Semester juries and a half recital are required.

The entrance audition may be waived as described for Organ Performance major applicants. Students must take OR 433 and OR 434 (carrying no graduate credit) or pass an exemption examination.

Organ as an Elective

Undergraduate and graduate students who qualify by audition may study organ as an elective if it is not otherwise a specific requirement. An extra tuition fee is assessed for such study. Elective lessons are provided on a space-available basis to qualified Princeton and Lawrenceville students.

Organ Performance Class

Attendance and participation at weekly studio and performance classes is required for all organ primary students. All Westminster students are invited to attend.

Harpsichord Study

Under the auspices of the Organ Department, private harpsichord instruction is available for elective credit at an extra tuition fee. The college owns two harpsichords: a one-manual Dupree and a two-manual Dowd.

Faculty

Alan Morrison • Adjunct Associate Professor, Organ, 2006. B.M., M.M., Curtis Institute of Music.

Jason N. Roberts • Adjunct Assistant Professor, Organ, 2017. B.M., Rice University; M.M., Yale University; D.M.A., Manhattan School of Music

Kathleen Scheide • Adjunct Assistant Professor, Harpsichord, 2006. B.M., M.M., New England Conservatory, D.M.A., University of Southern California.

Piano

General Remarks

Piano at Westminster Choir College has multiple dimensions at both the undergraduate and graduate levels. It fosters the development of students who perform on a high level as soloists, as artist-teachers and as collaborators with other performing artists. A strong foundation of technique and knowledge of piano literature and style are essential to all of these aspects of pianism. The department also provides instruction for undergraduate students who need keyboard skills in order to function effectively throughout their professional careers.

Piano Major: Undergraduate (p. 1199)

Piano Primary: Undergraduate (p. 1199)

Piano Major: Graduate (p. 1199)

Piano Pedagogy and Performance Major: Graduate (p. 1199)

Piano Accompanying and Coaching Major: Graduate (p. 1199)

Piano Primary: Graduate (p. 1199)

Piano Secondary: Undergraduate (p. 1199)

Piano as an Elective (p. 1200)

Piano Pedagogy Lab (p. 1200)

Piano Performance Class (p. 1200)

Piano Major: Undergraduate

Undergraduate Piano majors are encouraged to play at least twice in performance classes each semester. Semester juries, a recital in either the sophomore or junior year and a senior recital are required.

Piano Primary: Undergraduate

Piano primary students majoring in Sacred Music, Bachelor of Arts in Music, Music Education or Theory/Composition are expected to play once each semester in performance class. Seniors give a full or half recital, as determined by the instructor and the department following the jury examination at the end of the junior year. Freshmen have required juries at the end of each semester; sophomores and juniors, at the end of each year.

Piano Major: Graduate

Students majoring in Piano receive private lessons and play in weekly studio and are expected to play at least twice in performance classes. The program culminates with a full recital. Semester juries are required.

Piano Pedagogy and Performance Major: Graduate

Students majoring in Piano Pedagogy and Performance receive private lessons, study major teaching methodologies, and undertake observation and practice teaching. The program includes a two-semester teaching internship and culminates in a full recital or in a combination lecture/performance recital. Students are encouraged to play at least twice in performance class each semester. Semester juries are required. A weekly Pedagogy Lab is required for two semesters, but recommended for all four semesters.

Piano Accompanying and Coaching Major: Graduate

Majors in Piano Accompanying and Coaching receive private lessons in vocal accompanying repertoire and are assigned to collaborative roles in working with undergraduate and graduate voice primary students. Two degree-specific recitals as an accompanist are required.

Piano Primary: Graduate

Graduate piano primary students majoring in Sacred Music or Music Education receive private lessons and are required to present a half recital. Students are expected to play at least twice in performance class each semester. Annual juries are required.

Piano Secondary: Undergraduate

All undergraduate voice primary students must enroll for piano secondary study until the capstone course (PI 204, PI 205, PI 207, or PI 208) is passed. Instruction is in the form of piano classes. Incoming undergraduates take a placement test and may be required to successfully complete PI 045 before beginning the sequence of Piano Secondary courses. The sequence consists of four courses: PI 103, PI 104, PI 203 and the capstone course, each of which must be passed with a grade of B- or higher.

For any student with a double major that includes the Bachelor of Music in Music Education or the Bachelor of Music in Music Education/Master of Arts in Teaching degree program, that student must successfully complete PI 204, the Piano Secondary capstone course. For any other student with a double major, not including the B.M. in Music Education or the B.M. in Music Education/M.A.T. degree program, the capstone course required for that student will be determined by the piano secondary faculty and coordinator of Piano Secondary in consultation with the Associate Dean.

Instruction entails study and performance of piano literature from the Baroque through the 21st Century as well as development of proficiency in areas of functional keyboard skills. If the capstone is passed in fewer than four semesters, further study is not required.

Piano as an Elective

Students may elect private instruction in piano for credit. There are no audition requirements, but an extra fee is charged. Elective lessons are provided on a space-available basis to qualified Princeton and Lawrenceville campus students.

Piano Pedagogy Lab

PI 611 is a required graduate Piano Pedagogy course for the purpose of problem-solving related to piano teaching. The class format includes discussion of observations, supervised and independent teaching, questions relating to repertoire, materials, and technique, comparative philosophies and psychologies and their applications, group and private teaching, business issues (e.g. studio policies), professional organizations and publications, use of technology, career planning, recital and audition planning. Preparation for graduate oral examination is included. The weekly lab is required for two semesters, but recommended for all four semesters.

Piano Performance Class

This is a weekly recital and lecture hour during which programs are given by students and guest performers. Attendance and participation at weekly studio and performance classes is required for all undergraduate and graduate piano major and primary students. All Westminster students are invited to attend.

Faculty

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Ena Bronstein Barton • Adjunct Associate Professor, Piano, 1983. Artist Diploma, Escuela Moderna de Musica and Conservatorio Nacional de Musica, Santiago, Chile.

Ingrid Clarfield • Professor, Piano, 1982. B.M., Oberlin College; M.M., Eastman School of Music, University of Rochester

James Goldsworthy • Professor, Piano, 1996. B.M., M.M., Southern Methodist University; D.M.A., Stanford University.

Phyllis Lehrer • Professor, Piano, 1975. A.B., University of Rochester; M.S., Juilliard School.

Thomas Parente • Associate Professor, Piano, 1993. B.A., Jersey City State College; B.M., Manhattan School of Music; M.A., Rutgers University; Dalcroze Eurhythmics License, Longy School of Music; Ed.D., Teachers College, Columbia University.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Agnes Poltorak • Adjunct Assistant Professor, Piano, 2000. B.M., University of British Columbia, Canada; M.M., Westminster Choir College of Rider University.

Betty Handelman Stoloff • Adjunct Associate Professor, Piano, 1978. B.M.A., University of Michigan; M.A., Columbia University.

Sacred Music

General Remarks

The Sacred Music Department offers education of the highest quality and broadest scope to Sacred Music majors who aspire to be leaders of the future.

The department is inter-denominational and seeks to explore the excellence of various traditions of sacred music. The faculty have wide experience and expertise in such traditions as Anglican, Lutheran, Methodist, Presbyterian, Reformed, Roman Catholic, the Synagogue and Temple tradition, and others.

The curricula at both undergraduate and graduate levels aim, on the one hand, to explore how familiar tradition can be blended with unfamiliar contemporary creativity in choral, congregational, and instrumental music for worship and, on the other hand, to provide a balanced study of theoretical matters and practical concerns. Technique, repertoire, and performance practice are therefore considered with theology, Biblical and post-Biblical religious history, and the development and practice of liturgy and worship.

Underlying all the offerings of the department is the understanding that sacred music is neither an optional extra nor merely a spiritual entertainment within the service of the church. It is rather an essential part of the liturgy and worship and therefore must have integrity and quality appropriate for its twin functions of carrying the Word of God to us, and our words of praise to God.

Undergirding the sacred music program are the offerings of the other Westminster academic and performance departments, the specialized collections containing sacred music materials in Talbott Library, and the vast network of affiliate churches in the greater New York-Philadelphia metropolitan area in which Westminster students are enabled to gain personal experience of a wide range of sacred music practice.

Sacred Music Lab

All full-time undergraduate Sacred Music majors are expected to enroll in and meet the requirements for SM 511 Sacred Music Lab to a total of eight semesters. All full-time graduate Sacred Music majors are expected to enroll in and meet the requirements for SM 511 Sacred Music Lab to a total of two semesters. Grading is "P" (satisfactory) or "U" (unsatisfactory).

Handbell Program

The Westminster handbell program was instituted in 1979 to fill the need to train church musicians in the art of handbell ringing. It became the first curriculum of handbell ringing in an institution of higher learning. Concert Handbell Choir I, open to students by audition, goes on tour annually, has appeared on national television, and has five recordings to its credit.

Jubilee Singers

The Westminster Jubilee Singers is an auditioned ensemble dedicated to the performance of repertoire from the rich body of sacred music from

the African-American tradition. Jubilee Singers performs regularly on- and off-campus.

Sacred Music Internship

All undergraduate Sacred Music majors are placed in local churches during the junior year as part of the requirement for church field education. The placement decision is made at the end of the sophomore year to permit planning over the summer before employment begins in the fall. Church field education gives the opportunity for students to exercise their skills in a church setting under faculty supervision and guidance.

Sacred Music Major: Undergraduate

The undergraduate sacred music program is designed for students who are preparing for professional careers in church music. The curriculum provides courses in theological, liturgical, sociological, and practical dimensions of music ministry and requires at least one year of supervised field education in an affiliate church.

Sacred Music Major: Graduate

The graduate sacred music program provides advanced training for church musicians from a wide variety of educational, professional, and denominational backgrounds. It is expected that applicants for this program will bring a thorough grounding of musical knowledge and significant experience in full- or part-time music ministry. The curriculum includes general as well as specialized courses in sacred music studies, theology, history, musicology, and applied skills.

Special Performance Option for Graduate Students

Graduate applicants who have outstanding promise in sacred music as conductors but who have limited backgrounds in voice, organ or piano may apply for special consideration as performers in an instrumental field not normally part of the graduate sacred music program. A candidate should have an undergraduate major or emphasis or the equivalent on the instrument. A recommendation from the undergraduate applied music instructor is required. The candidate will audition for a committee composed of an associate dean, the faculty chair, and an appropriate member of the Westminster Conservatory faculty.

An admitted student will choose an instrumental teacher with whom to study, subject to the approval of the auditioning committee. The student is required to complete satisfactorily the equivalent of two semesters of study (at least 12 hours of lessons per semester) and to present a 30-minute recital under the instrumental teacher's supervision. All fees and expenses for this study are separate from those charged by the college and are the responsibility of the student. The requirement of three semesters of voice, organ or piano study, with satisfactory completion of an appropriate jury, remains for a student admitted under this option, but audition and recital requirements in these areas are waived.

Princeton Theological Seminary

A reciprocal arrangement with Princeton Theological Seminary allows Westminster graduate students to take certain courses offered by the Seminary. Enrollment in such courses is arranged after consultation with Sacred Music faculty. Speer Library at the Seminary, housing one of the nation's most important theological collections, is another invaluable resource for Westminster students.

Faculty

Vinroy Brown • Adjunct Instructor, Sacred Music, 2017. B.M., Westminster Choir College.

Steve Pilkington • Associate Professor, Sacred Music, and Director of Chapel, 1992. B.A., St. Olaf College; M.M., University of Illinois; Ph.D., Drew University.

Kathleen Ebling Shaw • Adjunct Instructor, Sacred Music, 1991. B.M., Westminster Choir College.

Tom T. Shelton, Jr. • Associate Professor, Sacred Music, 2012. B.M., M.M., University of North Carolina at Greensboro.

Voice

General Remarks

Since its founding, Westminster Choir College has made a unique contribution to the world of music because of its emphasis upon vocal training. All undergraduates are required to study voice in order to become well grounded in the fundamentals of singing. Many graduate students also study voice as a major, primary, or elective.

The Voice Department seeks to develop the musician by establishing a sound vocal technique and a thorough understanding of the singing voice, its literature, and pedagogy. These tools are essential for the study and performance of vocal and choral literature and for training students as solo performers, professional teachers, or choral conductors. Every undergraduate must satisfy departmental requirements for graduation. Juries and other tests are conducted periodically for the purpose of evaluating progress; details may be obtained from the Voice Department.

Voice Primary: Undergraduate

Voice primary students majoring in Sacred Music, Music Education, Theory/Composition, Music Theater, or the Bachelor of Arts in Music receive instruction which includes private lessons, diction, vocal pedagogy, voice literature and recitals. Weekly studio and performance classes offer regular performing opportunities.

Voice Major: Undergraduate

Instruction for Voice Performance majors entails private lessons, coaching, recitals, diction, voice literature, opera, and vocal pedagogy. Weekly studio and performance classes offer regular performing opportunities.

Voice Performance Repertoire List

(This requirement is effective as of the Fall 2010 semester for all students who entered or were readmitted into the Bachelor of Music, Voice Performance major for Fall 2008 or later.)

Students will document and present a Voice Performance Repertoire List demonstrating that they have satisfied the repertoire requirements stated in the Voice Handbook. The completed Voice Performance Repertoire List, signed by the voice teacher, must be submitted to the Academic Coordinator, along with documentation of the senior recital. Failure to complete the requirements of the Voice Performance Repertoire List will result in failure to graduate.

Secondary Voice: Undergraduate

Organ and piano primary students are required to study voice as a secondary applied field until they pass the Voice Proficiency Test. The test may be passed at the end of any semester, but those who do not pass it after four semesters of instruction are required to continue study

until the test is passed. If the test is passed in fewer than four semesters, further voice secondary study is not required. Instruction includes class and private lessons as well as optional diction and vocal pedagogy courses. Qualified students may sing in performance classes at the discretion of their teachers or may request departmental approval to present voice recitals.

Voice Pedagogy and Performance Major: Graduate

This program has two emphases or tracks. The pedagogy emphasis entails private lessons, voice literature, opera, vocal pedagogy, supervised student teaching and a full recital. The performance emphasis entails private lessons, voice literature, opera, vocal coaching, vocal pedagogy, and a full recital supported by carefully researched program notes. For students whose undergraduate work has not included a public recital, presentation of a 30-minute recital is required before work on the graduate recital may begin. Weekly coaching classes as well as studio and performance classes offer frequent performance opportunities.

Voice Primary: Graduate

Graduate students majoring in Sacred Music or Music Education may study voice as a primary instrument. The program culminates in a graduate recital of 30 to 50 minutes of singing. Weekly studio and performance classes offer frequent performance opportunities.

Voice as an Elective

Undergraduate and graduate students may elect to study voice for credit toward their degrees if it is not otherwise a specific requirement. Instruction is in the form of private lessons and an extra tuition fee is assessed. There are no specific entrance or jury requirements. Elective lessons are provided on a space-available basis to qualified Princeton and Lawrenceville students.

Voice Performance Class

Attendance and participation at weekly studio and performance classes is required for all voice primary students. All Westminster students are invited to attend. The class functions primarily to provide performance opportunities, to acquaint students with a wide variety of vocal literature, and to equip them to teach voice to others.

Master of Voice Pedagogy (M.V.P.)

The Master of Voice Pedagogy program is designed for summer study. It includes courses in vocal pedagogy and literature, music core courses, and choral ensemble participation. The program culminates in a vocal pedagogy project completed under the guidance of a Westminster voice faculty member.

Presser Voice Laboratory

The Presser Voice Laboratory at Westminster is a state-of-the-art lab for voice analysis and research. It is used as a tool for students and their teachers to work interactively with visual and acoustical feedback, and for them to engage in individual research interests. Open Lab Days encourage everyone at Westminster to explore the lab's technology, and classes routinely work on lab assignments there to gain knowledge and experience in voice science.

Laboratory equipment includes KayPENTAX's Computerized Speech Laboratory (CSL), the Phonatory Aerodynamic System (PAS) for airflow analysis, VoceVista software and electroglottograph, and professional-

quality microphones, recorders, and sound level meters. Various models and teaching aids are also housed in the lab, and the Talbott Library collaborates with the Presser Lab to provide access to books, journals, recordings, and Visible body software.

Faculty

Margaret Cusack (chair) • Professor, Voice, and Chair of Voice and Piano Faculties, 1994. B.M., M.M.T., Oberlin College.

Christopher Arneson • Professor, Voice, 2003. B.A., M.M., Binghamton University; D.M.A., Rutgers University.

Susan S. Ashbaker • Adjunct Professor, Voice, 2006. B.M., M.M., Southern Illinois University; M.M., University of Illinois.

Lauren Athey-Janka • Adjunct Assistant Professor, Voice, 2016. B.M., Boston University, M.M., Westminster Choir College of Rider University.

Dalton Baldwin • Adjunct Professor, Piano, 1984. B.A., Oberlin Conservatory.

Victoria Browers • Adjunct Assistant Professor, Voice, 2017. B.M., Ohio Wesleyan University, M.M. Westminster Choir College of Rider University; D.M.A. State University of New York at Stony Brook.

Elem Eley • Professor, Voice, 1987. B.M., Baylor University; M.M., Southwestern Baptist Theological Seminary.

Rochelle Ellis • Adjunct Assistant Professor, Voice, 1995. B.M.E., University of Missouri, Kansas City; M.M.E., Westminster Choir College of Rider University.

Faith Esham • Adjunct Assistant Professor, Voice, 2000. B.A., Columbia Union College; B.M., M.M., The Juilliard School.

Harold Evans • Adjunct Assistant Professor, Voice, 2007. B.S., West Chester State College; M.M., Indiana University.

Thomas Faracco • Associate Professor, Voice, 1983. B.M., M.M., Westminster Choir College.

Theodora Hanslowe • Adjunct Assistant Professor, Voice, 2016. B.A., Cornell University; A.D. Peabody Conservatory of Music

Nancy Froysland Hoerl • Adjunct Assistant Professor, Voice, 1995. B.A., Moorhead State University; M.M., Westminster Choir College of Rider University.

Katherine Johnson • Adjunct Assistant Professor, Voice, 2006. B.M., University of Calgary; M.M., Manhattan School of Music.

Rachelle Jonck • Adjunct Associate Professor, Voice, 2007. B.M., University of Stellenbosch (South Africa)

Robin Massie • Adjunct Assistant Professor, Voice, 2008. B.M., Westminster Choir College; M.M., Yale University.

Sean McCarther • Associate Professor, Voice, 2012. B.M., Baylor University; M.M., D.M., Indiana University.

Mark Moliterno • Adjunct Associate Professor, Voice, 2005. B.M., M.M., Oberlin College Conservatory of Music.

Carolann Page • Adjunct Assistant Professor, Voice, 2008. B.M., Curtis Institute of Music.

J.J. Penna • Associate Professor, Piano, 1996. B.M., Binghamton University; D.M.A., University of Michigan.

Kathy Kessler Price • Associate Professor, Voice, 2012. B.A., University of Richmond; M.M., University of Maryland; Ph.D., University of Kansas, Lawrence.

Laura Brooks Rice • Professor, Voice, 1985. B.M., Georgia Southern College; M.M., Indiana University.

Debra Scurto-Davis • Adjunct Assistant Professor, Voice, 2004. B.M.E., Evangel College; M.M., Baylor University; S.M., University of Michigan.

Elizabeth Sutton • Adjunct Assistant Professor, Voice, 2005. B.A., Bowling Green State University; M.M., College-Conservatory of Music, University of Cincinnati.

Sharon Sweet • Professor, Voice, 1999. B.S., Roberts Wesleyan College; M.M., Ithaca College.

Nova Thomas • Associate Professor, Voice, 2004. B.M., University of North Carolina, Chapel Hill; M.M., Indiana University.

Charles J. Walker • Adjunct Instructor, Voice, 1995. B.M., University of Delaware.

Sally Wolf • Adjunct Assistant Professor, Voice, 2001. B.M., Kent State University; Artist Diploma, Curtis Institute of Music.

Amy Zorn • Adjunct Assistant Professor, Voice, 1996. B.M., University of Wisconsin, Madison; M.M., Boston University.

Policies

Undergraduate Academic Policies (p. 1203)

Graduate Academic Policies (p. 1221)

Code of Academic Integrity (p. 1235)

Veterans and Military Service Information (p. 1239)

Undergraduate Academic Policies

Introduction

Students should refer below for important information regarding Rider's undergraduate academic policies. College/school-specific academic policies are also listed within each of the colleges/schools in the Academic Catalog.

Significance of Accepting Admission to Rider University

By the act of accepting admission to Rider University, students acknowledge and agree to the following:

1. that they will be bound by and comply with all University standards and policies, including but not limited to, those standards and policies set forth in this catalog and in The Student Code of Social Conduct (<https://www.rider.edu/studentcodeofconduct>). **Primary and ultimate responsibility for knowing and conforming to these standards and policies and degree requirements resides with the individual student.**
2. that the ultimate authority to regulate and maintain order on the University campuses resides with the President and the Board of Trustees; and,
3. that the University retains ownership and the exclusive right to use any and all promotional, publicity, and entertainment products (including those produced as course requirements), creations, and activities engaged in by the student while at the University, including but not limited to photographs, television, audio and video recordings, motion pictures, artistic performances and presentations, internet/web-based productions and sales, and athletic events and all proceeds therefrom. The student has no right to any payment for participation therein.

Students further agree to execute any documents required to confirm or convey to the University all rights outlined in subpart (3) above.

Rider University's Right to Change Catalog Content

This Academic Catalog is not a contract nor is it an offer to enter into a contract. While every effort is made to ensure the accuracy of the information provided in this catalog, it must be understood that all policies and procedures (as well as courses, course descriptions, curricular and degree requirements and other academic information)

described in this catalog are subject to change or elimination at any time without prior notice.

Primary and ultimate responsibility for knowing and conforming to the standards, policies and degree requirements outlined in the Academic Catalog resides with the individual student.

While every effort will be made to inform students of any changes as soon as is practical, students should consult the appropriate academic or administrative department, school, college, or other service provider for currently accurate information on any matters described in this catalog. Changes affecting degree requirements will take into account the applicability of the change to currently matriculated students.

Rider University also reserves the right to vary the policies and procedures in the Academic Catalog on a case-by-case basis, as fair and reasonable treatment of interested parties requires in the University's best judgment.

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Academic Classification

Students must carry 12 credit hours or more (or their equivalent) in a fall or spring semester to be considered a full-time student. Normal progress toward a degree and academic classification consists of the following credit advancement:

- **Freshman:** 0 – 23 hours
- **Sophomore:** 24 – 53 hours
- **Junior:** 54 – 89 hours
- **Senior:** 90 or more hours

On the Lawrenceville campus, a minimum of 120 hours and on the Princeton campus, a minimum of 124 hours are necessary for baccalaureate degree completion. On both campuses, some degrees require more. College of Continuing Studies students require 60 credits for associate degree completion.

Students receiving financial aid from any source need to be particularly concerned with their full-time status and making normal progress toward a degree.

In **Westminster College of the Arts**, special (non-degree) students are not enrolled in a program that will lead to a degree, although they may have previously completed a degree in the college. They may enroll in courses at or below the 500-level at the discretion of appropriate academic personnel. Those holding baccalaureate degrees who wish to take courses at the 600 or 700-level may be asked to qualify by means

of completing the graduate application process or by satisfying other criteria.

Academic Concern, Conditional Standing/Dismissal and Readmission

- Academic Concern
- Conditional Academic Standing (p.)
- Academic Dismissal from the University (p.)
- Dismissal from a Major within Westminster College of the Arts (p.)
- Undergraduate Education Minimum Standards (p.)
- Readmission after Academic Dismissal (p. 1205)

All students permitted to enroll at Rider University are in good standing and are qualified to be bona fide students. Decisions regarding academic progress, conditional standing, and dismissal for poor scholarship are the responsibility of the Committee on Academic Standing within each college or school. These committees may establish and apply criteria in addition to the minimum university cumulative grade point average (GPA). Using approved academic criteria, the Committee on Academic Standing within each college or school may review the academic record of any student.

Because a minimum 2.0 cumulative grade point average (GPA) is required for graduation, students are expected to maintain a minimum 2.0 cumulative GPA while enrolled at Rider. Students who fail to maintain at least a 2.0 cumulative GPA will be reviewed by the appropriate Committee on Academic Standing and may receive a letter of academic concern, be placed on conditional standing, or be dismissed from the University.

Students who maintain a minimum 2.0 cumulative GPA but who are dismissed from a specific college or school for other reasons are eligible to apply to another college or school of Rider University.

Undergraduate education students are required to maintain a minimum 3.0 cumulative GPA in all courses taken at Rider University and must receive a grade of 'C+' or higher in all education courses. It is the individual student's responsibility to re-take any education course in which a grade lower than 'C+' has been earned. Undergraduate education students will be permitted to undertake student teaching only if they have received 'C+' or higher in all education courses and have a minimum 3.0 cumulative GPA. See the Undergraduate Education section below for further information.

Undergraduate music education students are required to maintain a minimum 3.0 cumulative GPA in all courses taken at Rider University and must pass the sophomore portfolio to remain in good standing in the major. See the Undergraduate Education section below for further information.

Academic Concern

Upon review of a student's academic record, a Committee on Academic Standing may issue a letter of concern, which responds to academic progress that does not meet college, school or university expectations, and describes an academic plan of study that must be met in the subsequent semester. Students who fail to pursue a course of study prescribed by an academic standing committee, who do unsatisfactory work in the prescribed course of study, or who fail to meet other academic standards may be placed on Conditional Academic Standing or dismissed.

Conditional Academic Standing

Upon review of a student's academic record, a Committee on Academic Standing may place a student on Conditional Academic Standing. In reaching this decision, the committee may require a student who does unsatisfactory work to pursue a specific course of study during a particular academic session. Students who fail to pursue a course of study prescribed by an academic standing committee, who do unsatisfactory work in the prescribed course of study, or who fail to meet other academic standards may be continued on Conditional Academic Standing or may be dismissed without further right of appeal. There must be substantial evidence of proper motivation and a capacity for doing college level work to warrant maintaining a student in school with a record of continued conditional status as opposed to dismissal.

Students on conditional academic standing may not register for an academic overload. Additionally, students must be removed from conditional status in order to be approved for graduation.

Academic Dismissal from the University

Students who have not done satisfactory work may be dismissed from the University for poor scholarship at the end of any semester after an appropriate review of their scholastic records by the Committee on Academic Standing within their college or school. Students may also be subject to academic dismissal if their cumulative GPA falls below the required minimum for two or more consecutive semesters, or the GPA falls below the required averages established at the freshman, sophomore, junior and senior levels. Academic dismissal at the end of the fall semester is effective prior to the beginning of the spring semester. Academic dismissal at the end of the spring semester is effective prior to the beginning of summer session II.

Students who wish to appeal a dismissal must submit a written statement of appeal to the academic dean of their college or school within 10 days from the date on their letter of dismissal. All appeals submitted by the deadline will receive consideration by the appropriate academic standing committee.

Dismissal for academic reasons terminates a student's relationship with Rider. Dismissed students may not enroll for courses nor participate in university-sponsored activities or ensembles at either campus for a period of one year following their dismissal. Students dismissed for academic reasons normally will not be eligible for readmission within one calendar year of the dismissal date. Although some students will apply for readmission, there is no real or implied right to such readmission.

Students dismissed by the School of Fine and Performing Arts (SFPA) or Westminster Choir College (WCC) but not Rider University may apply for enrollment in other colleges of the University. Students dismissed by WCC but not Rider University may not enroll in WCC courses, ensembles or activities until they have been readmitted to WCC with the exception of courses, ensembles or activities that are delivered by or at WCC and are required in music degrees housed within the School of Fine and Performing Arts (SFPA). Students dismissed by SFPA but not Rider University may not enroll in SFPA courses, ensembles or activities until they have been readmitted to SFPA.

Dismissal from a Major within Westminster College of the Arts

Academic departments within Westminster College of the Arts reserve the right to dismiss a student from a major following notification that their standing in the major is in jeopardy and the passage of a

suitable amount of time permitted to address stated issues, typically one semester. Such dismissal may be based upon any of the following conditions: failure to maintain a satisfactory or minimum GPA; failure to sustain academic progress in the courses of the major; conduct in violation of the standards of the department or profession; failure to meet conditions or requirements as stated in university catalogs, The Student Code of Social Conduct, or the departmental handbook; or the student's general standing at Rider University. Such dismissal will become effective at the end of the semester in which the decision is reached. Students dismissed from Music Education are not permitted to enroll in Music Education courses until readmitted into the Music Education major.

Undergraduate Education Minimum Standards

Undergraduate education students are required to have a minimum 3.0 cumulative GPA by the time they register for student teaching and must receive a grade of 'C+' or higher in any Education course (a) that is specifically required for a major or minor in Education and (b) in which enrollment is limited to Education majors. It is the individual student's responsibility to re-take any required education course in which a grade lower than 'C+' has been earned. Undergraduate education students will be permitted to undertake student teaching only if they have received 'C+' or higher in all required education courses and have a minimum 3.0 cumulative GPA. See the Undergraduate Education section below for further information.

The undergraduate education department also reviews the professional development of all students to ensure that they meet departmental standards for professional conduct and that they show promise of success in teaching. This review is in addition to the grade requirements listed above. Students must earn a passing score on all sections (reading, writing, math) of the Core Academic Skills for Educators Test before registering for any methods courses. This is a NJ Department of Education rule that applies to all elementary, secondary and business education students.

Undergraduate music education majors are required to maintain a minimum 3.0 cumulative GPA in all courses taken at Rider University, must pass the sophomore portfolio to remain in good standing in the major, and must earn a passing score on all sections (reading, writing, math) of the Core Academic Skills for Educators Test.

All undergraduate education and music education students must present evidence of a passing score on the Praxis Content Area (Secondary) or Multi-Subject (Elementary) Assessment (formerly Praxis II) in their specialization area prior to the full time student teaching semester (by March 1 for those applying for full time student teaching in the fall semester and July 1 for those students applying for full time student teaching in the spring for Secondary Education and before registering for ELD 308/376 for Elementary Education). This is the same Praxis Content Area or Multi-subject Assessment (formerly Praxis II) students will need for certification.

As appropriate, students who fail to meet the undergraduate education department's standards will be counseled on ways to improve their performance or will be asked to leave the program.

Readmission after Academic Dismissal

Dismissed students seeking readmission must first contact the Dean of Students Office, Bart Luedeke Center, on the Lawrenceville campus or the Associate Dean of Students Office, Scheide Student Center, on the Princeton campus to obtain appropriate forms. Once the Dean of

Students or his/her designee approves the readmission application, the application is forwarded to the dean of the college to which the student seeks reentry. Students dismissed for academic reasons must submit with their readmission application a personal letter to the Academic Standing Committee which will make decisions concerning their readmission. They should also provide evidence, usually in the form of a transcript from another institution, of formal study and/or accomplishment. If possible, such work should have been done in specific areas of deficiency in the student's academic record.

Academically dismissed students must meet all academic requirements in place at the time of their readmission. Readmission will be dependent upon various criteria including GPA, current academic progress, and the student's general standing. Students in the Westminster College of the Arts may be required to reapply or reaudition.

If readmission is granted, the student is placed on conditional academic standing until the cumulative GPA reaches a satisfactory level of at least 2.0. A readmitted student is responsible for curriculum requirements in effect at the time of readmission.

Academic Load/Overload

The normal maximum academic load for Lawrenceville students shall not exceed 17 semester credit hours per semester. The normal maximum academic load for Princeton students shall not exceed 18 semester credit hours per semester. Permission to exceed these loads must be obtained from the student's academic dean's office.

Lawrenceville students may exceed the normal maximum academic load after passing 45 semester credit hours and attaining a cumulative grade point average of 3.0 or higher.

Princeton students may exceed the normal maximum academic load after passing 24 semester credit hours and attaining a cumulative grade point average of 3.0 or higher.

Students who exceed the normal load are required to pay an overload per credit fee for each credit over 18, except in the case of non-billable hours.

Students on Conditional Academic Standing may not register for an academic overload.

Students may enroll for a maximum of 14 credits during Summer I and II combined with no more than 7 credits in any combination of I sessions or II sessions. These maximums may be exceeded only with the permission of the student's academic dean.

Students should understand that for every hour spent in class, they are expected to spend two to three hours studying outside of class time, and should therefore plan their academic load accordingly. Study time may vary based on the student's background knowledge and class difficulty.

Academic Programs

The Academic Programs A to Z Chart (p. 21) lists Rider University's majors, minors and certificates alphabetically, along with the college or school (p. 22) that grants each degree, major, minor and certificate. The following definitions explain the difference between majors, minors, tracks, concentrations, and emphases:

Program	Definition
Major	An organized group of courses ranging from introductory through advanced levels. Typically most if not all courses are in a single primary area of study, although some majors include study in multiple disciplines. Undergraduate majors require between 18 and 90 credits, depending upon the liberal arts or professional focus. Graduate majors require between 30 and 45 credits. Entrance into some majors may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the major is listed on the official transcript.
Minor	An organized group of courses, typically involving introductory through intermediate levels. While most minors are in a single discipline, Rider University offers several interdisciplinary minors, such as Law and Justice, and Sustainability Studies. Minors are offered at only the undergraduate level, and require between 15-24 credits. Some departments have restrictions on the connection between major and minor options. Entrance into some minors may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the minor is listed on the official transcript.
Track	A choice of specialty within a degree, tracks comprise an organized group of courses serving a particular focus within a major. In undergraduate and graduate majors that represent multiple disciplines, tracks indicate a particular disciplinary focus. In a single discipline major with tracks, each track represents a singular focus, often representing a liberal arts or professional path. In some cases, a track represents a sub-specialization within the major field. Entrance into some tracks, particularly those that represent a particular disciplinary focus, may require prerequisites, portfolios, auditions, or other forms of assessment. Tracks require between 21 and 52 credits. Upon completion of all requirements, the track is listed on the official transcript along with the major field of study.
Concentration	Concentrations, such as English Literature or English Writing, represent a specialty or focus within an undergraduate or graduate major field of study. Typically, a concentration unites courses around content or a particular theme. Concentration requirements are a portion of a major, not the entire major itself. In some cases, concentrations refer to an interdisciplinary combination. Entrance into some concentrations may require prerequisites, portfolios, auditions, or other forms of assessment. Undergraduate concentrations require between 12 and 36 credits; graduate concentrations range from 9 to 18 credits. Upon completion of all requirements, the concentration is listed on the official transcript along with the major field of study.

Emphasis Typically an organized group of courses in a single discipline, the emphasis represents a subset of credits within an undergraduate or graduate major. The emphasis provides a coherent focus of study within a discipline, which may or not be in the major field. Typically an emphasis represents less than a third of the total major credits, mostly ranging from 15 to 19 credits. Entrance into some areas of emphasis may require prerequisites, portfolios, auditions, or other forms of assessment. Upon completion of all requirements, the emphasis is listed on the official transcript along with the major field of study.

Academic Records

Academic records are maintained by the Registrar and the dean's office of each college or school for a minimum of 10 years from the date of last attendance. Records may be kept longer at the sole discretion of the University. All other official records of Rider University pertaining to students are kept in files maintained by the Dean of Students Office.

Access to student academic and other 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 Educational Rights and Privacy Act (FERPA) 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 by the end of the second week of classes each semester that the information not be released: name, email, home and local address, and home and local telephone number, participation on athletic teams and organizations, dates of attendance and honors and awards received.

No other information concerning a student will be released without that student's written permission.

Students having a complaint or question regarding FERPA may write to: Family Education Rights and Privacy Act Office, US Department of Education, Room 4512, Switzer Building, Washington, DC 20202.

Students may request to view their academic record by making an appointment with the appropriate dean's office.

Accompanying Costs for Voice Students

Any student studying individual voice at Rider University should expect, in most cases, to hire an accompanist. Students may choose to hire a college-approved accompanist. The per-semester fee is not refundable in any part if a student discontinues voice study or decides to seek out another accompanist. For additional information, see Tuition and Fees on Rider's website (<http://www.rider.edu/offices-services/financial-aid-scholarships/tuition-fees/undergraduate-tuition-fees>).

Advanced Placement (AP) Credit

Students who have taken an AP exam may submit official scores to obtain credit. For a complete listing of courses and credits and other information, see AP Credits on Rider's website (<http://www.rider.edu/>

[admissions/undergraduate-admission/how-apply/first-year-college-students/ap-credits](#)).

Applied Music - Westminster College of the Arts

Individual applied music lessons for academic credit are available to all Rider University students with prior experience, regardless of major. Lessons are available in brass, composition, conducting, guitar/bass, harpsichord, organ, percussion, piano, strings, woodwinds, and voice. For all students whose major or minor program does not require applied music lessons, and for those students who have completed the applied music requirements for their degree program, fees for this elective (non-required) study will apply. Elective lessons are provided on a space-available basis. All part-time students are charged an applied music fee.

Students may earn 1 or 2 credits per semester, with the exception of graduate applied composition courses, which carry 3 credits per semester. Each fall, spring, or summer applied course consists of twelve private lessons, or the equivalent instructional time, and may require participation in studio classes, performance classes, and/or an end-of-semester jury or performance review. Applied lessons completed during the January term follow specific departmental requirements regarding instructional time.

All applied music students must observe departmental applied requirements listed in the catalog and in departmental handbooks.

Applied lesson fees are described on the Tuition and Fees section of Rider's website.

All applied music students must observe departmental applied requirements listed elsewhere in this catalog and in departmental handbooks. Students for whom applied music lessons are not required may register for lessons on a space-available basis. Interested students should consult the Associate Dean.

Applied lesson fees are described on the Undergraduate Tuition and Fees (<http://www.rider.edu/offices-services/financial-aid-scholarships/tuition-fees/undergraduate-tuition-fees>) section of Rider's website.

Effective as of the fall 2009 semester for all new or readmitted Rider University students on both campuses. For all students whose major or minor program does not require applied music study, or for those students who have completed applied music requirements, elective fees will apply. All part-time students are charged an applied music fee.

Registration for applied music study follows this table of suffixes. Students will register for the appropriate course number and suffix, as indicated in the curriculum pages found elsewhere in this catalog.

Full-time Students

A – One-hour, 2-credit required lesson. Included in tuition – no extra charge.

- Lawrenceville example: Musical Theatre major
- Princeton example: All undergraduate majors

B – Half-hour, 1-credit required lesson. Included in tuition – no extra charge.

- Lawrenceville example: Popular Music Culture, up to 3 semesters

- Princeton example: Theory/Composition major (half-hour voice or keyboard lesson)

C – One-hour, 2-credit elective lesson. Not included in tuition – fee charged per semester.

- Both campuses: Student who has completed all required lessons in their major. Student whose major does not require lessons.

D – Half-hour, 1-credit elective lesson. Not included in tuition – fee charged per semester.

- Both campuses: Student who has completed all required lessons in their major. Student whose major does not require lessons.

G – One-hour, 2-credit required/elective lesson. Half-hour is required and is included in tuition. The second half-hour is elective and is not included in tuition – fee charged per semester.

- Lawrenceville example: Popular Music Culture, up to 3 semesters
- Princeton example: Theory/Composition major (full-hour voice or keyboard lesson)

Part-time Students

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

- Suffix E – One-hour, 2-credit required or elective lesson – fee charged per semester.
- Suffix F – Half-hour, 1-credit required or elective lesson – fee charged per semester.

Change of Applied Teacher

Students wishing to change their applied teacher must apply to the chair of the appropriate department. Any change requested after the beginning of a semester will require the permission of both applied teachers and the department chair. If either applied teacher is the department chair, permission of the Associate Dean also is required.

Change of Major or Applied Primary Area

Students wishing to change their major or the applied primary instrument must complete the appropriate form. Permission of the old and new major departments is required.

Class Attendance/Absence

It is the prerogative as well as the responsibility of each faculty member to establish a clear policy for each course of instruction in regard to the nature and extent of student participation that will be expected and required.

The effect of absences upon the student's standing in a particular class will be left to the determination of the instructor in the course. However, it is expected that faculty members will be fair and reasonable concerning validated absences due to field trips, practicum, religious observance, participation in varsity athletics, placement interviews for graduating seniors, Westminster College of the Arts rehearsals or performances, and illnesses sufficiently serious to be certified by either the University Health Center or the student's physician. The faculty member should consult with the Dean of Students in instances where doubts arise regarding the course to follow in evaluating student absences.

It is the student's responsibility to inform instructors of the nature and extent of an actual or anticipated absence. If that is impossible, or if

the absence is or will be more than three (3) consecutive class session (seven (7) calendar days), the student should contact the Office of the Dean of Students at 609-896-5101. Then the dean's office will notify the appropriate faculty member.

Class Cancellation – Both Campuses

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

If such circumstances should arise, notification will be made by phone call, text and/or email via RiderAlert, Rider's mass electronic messaging system. Students can update their information via the link: RiderAlert (<http://www.rider.edu/rideralert>).

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

Class Cancellation Policy and Excused Absences for Princeton Campus Students Only

During run-outs involving Westminster ensembles, private lessons for those students not involved in the run-out continue to meet. When a college-sponsored performance necessitates that 30% or more of the students in a class be absent, the class may be cancelled at the discretion of the faculty member.

The dean will excuse individuals or groups of students who are participating in college-sponsored events. Only students registered for the class or ensemble participating in an activity will be excused from class. Students excused from class(es) under these circumstances remain responsible for all class work.

College Level Examination Program (CLEP)

In certain cases, Rider University accepts credits earned through the College Level Examination Program.

Lawrenceville Students

Lawrenceville students should consult with the academic dean to determine if credit may be awarded. Typically, a minimum score of 50 is required on any individual examination.

Princeton Students

Princeton students who have earned scores of at least 65 on tests prior to entering Westminster Choir College may apply these courses toward graduation. Students are limited to three credits per course unless additional credit is specifically authorized by the department. After enrolling at Westminster, students must obtain advance written approval from the department in order to earn credit through CLEP.

The following policies govern the awarding of academic credit for CLEP Examinations for Princeton students:

1. Credit will be provided for the successful completion of CLEP Subject Examinations, provided the student has not already received credit for corresponding courses;

2. A college course may not be taken for credit if the student has already received credit for the course through CLEP;
3. Continuing students must obtain approval from their academic dean prior to taking CLEP examinations;
4. Awarding of CLEP credits, like credit transferred from other colleges and universities, is subject to the approval of the student's academic dean;
5. Juniors or seniors generally may not obtain CLEP credits. Students having CLEP credits or contemplating CLEP exams should consult with their academic dean.

Students having CLEP credits or contemplating CLEP exams should consult with their academic dean.

Commencement Requirements – Westminster Choir College only

Academic year requirements at Westminster Choir College extend through the annual spring Commencement. All students enrolled in required ensembles (Chapel Choir, Schola Cantorum, Symphonic Choir) are required to participate in Commencement unless excused under extraordinary and unavoidable circumstances, such as serious illness. In particular, credit for spring semester choir participation is lost if a student does not attend and is not excused from Commencement. All other students are encouraged to participate in Commencement.

Students singing in one of the choirs for the Commencement ceremony will be provided with a red choir robe for the ceremony. Students participating in the ceremony as part of the graduating class can order academic regalia free of charge from Westminster Music and Books, the campus book store..

Course Credits

Rider University has a 13-week semester, followed by seven days of examinations.

Rider uses the true number of minutes per hour-long session; i.e., a one-hour meeting is actually 60 minutes. Three-credit classes meet for 60, 90, or 180 minutes, corresponding to, respectively and typically, 3, 2, or 1 meetings per week.

In the Westminster College of the Arts all performance courses receive credit:

- All ensembles receive 1 credit
- Other performance-based courses receive 1-3 credits
- A full-semester Student Teaching experience receives 12 credits.
- Westminster Choir College students enrolled in LL 037, MTH 100S, PI 045, or TH 045 receive credit toward their semester course load, but such credits do not count toward graduation.

Applied music instruction receives 1-3 credits.

Course Level Numbering

Courses numbered below 100 are taught at pre-college level and carry no credit. Courses numbered at the 100- to 400-level carry only undergraduate credit. The course number indicates the anticipated audience for a course; 100 level courses are designed for freshmen, 200 level for sophomores, etc.

On the Princeton campus:

1. Courses at the 500-level are open to undergraduate and graduate students. Undergraduate students who have earned at least 60 credits and a minimum cumulative GPA of 3.0 may enroll in a 600-level course upon permission of the instructor and the Associate Dean. Undergraduate students who have earned at least 90 credits and a minimum cumulative GPA of 3.8 may enroll in a 700-level course upon permission of the instructor, the Director of Graduate Studies and the Associate Dean.
2. Students with undergraduate status in the five-year B.M./M.A.T. program may take graduate courses required in that curriculum at the 500- or 600-level. Students in the B.M./M.A.T. program may take required 700-level courses in the senior year or upon successfully completing 124 credits and the student teaching semester. Students in the B.M./M.A.T. program who have not attained graduate status may enroll in non-required 700-level courses according to the restrictions stated in the previous paragraph.
3. Special students who have completed a baccalaureate degree may apply for permission to take 600- or 700-level courses. Undergraduate students in the Baccalaureate Honors Program (BHP) should see the Assistant Registrar regarding enrollment in graduate courses.

Course Repeats - Westminster College of the Arts

All undergraduate and graduate students who are enrolled in a major or minor offered by the Westminster College of the Arts may enroll for a second or subsequent time in any *non-repeatable* WCA course from which they have withdrawn, in which they have earned an "F," or in which they have failed to earn the required minimum grade ¹ according to the following rules:

- 1) Students who have withdrawn from, failed, or failed to achieve the required minimum grade in a required course ¹ in their first attempt at the course may enroll for a second time without permission. All other students must have the permission of the Associate Dean.
- 2) Permission of the dean or associate dean of the college (FPA or WCC) offering the course in question is required in order to enroll in a course for the third time.
- 3) Permission of the Academic Standing Committee of the college (FPA or WCC) offering the course in question is required in order to enroll in a course for the fourth time. Permission for a fourth enrollment will be granted only in rare, extenuating, and documented circumstances.

In all instances, the most recent grade is calculated into the grade point average, and all listings and grades will remain on the transcript.

¹ Examples include: a minimum grade of "B-" is required in Piano Secondary, a minimum grade of "C" is required in foreign language study in order to progress to the next level in that language.

Courses – Adding, Dropping, Withdrawing, Repeating, Auditing

Timetables and deadlines given below pertain to fall and spring semesters. Students should consult the Registrar's web page (<http://>

www.rider.edu/academics/academic-support-resources/registrar) for summer session deadlines.

Adding Courses

Students may add courses through the first week of the regular semester at their own discretion provided the course is still open for registration.

Dropping Courses

Students may drop courses through the second week of the regular semester at their own discretion. In such cases, the courses are deleted from the student's record. After the second week of the semester, a withdrawal from the course is necessary and a 'W' is recorded on the transcript.

Course Withdrawals

Students may withdraw from courses and receive a grade of 'W' during the third through seventh weeks of the semester. In the semester's eighth through eleventh weeks, students may withdraw from courses with the written consent of the course instructor and receive a grade of 'W.' Differing subject matters, instructional methodologies and course objectives make it likely that instructors will have differing criteria for giving consent to withdrawal in this period.

After the end of the eleventh week of the semester, students may withdraw from courses and receive a grade of 'W' only for validated reasons of physical or psychological incapacity. Validated reasons of physical or psychological incapacity serve as justification for a student to withdraw from courses with a grade of 'W' at any time beyond the add/drop period. Reasons must be validated by the Dean of Students and approved by the academic dean of the college in which the student is enrolled.

Students are required to notify Student Financial Services when withdrawing from courses as these circumstances may impact financial aid eligibility.

Student-athletes are required to notify the Associate Director of Athletics for Compliance and Academic Support or the Director of Athletics prior to withdrawing from courses.

Students receiving veterans benefits must report such changes to the Registrar's Office immediately.

Course withdrawal forms are available in the Registrar's and College of Continuing Studies offices.

Withdrawal policies during special sessions (summer session, J-term) observe time limits proportional to the time limits of a regular semester.

Repeating Courses

Students may request permission from the academic dean to repeat a course to earn a better grade provided that the course is one that cannot be repeated for additional credit (e.g., applied music lessons, acting courses, coaching, ensembles and productions, stagecraft, studio dance, and other related classes). The grade first earned will remain on the transcript but only the latest grade will be used in computing grade point average and determining whether or not degree requirements have been met.

Students who fail a required course must repeat the course until a passing grade is received. Students do not have to repeat a failed

elective, but must pass another acceptable elective of comparable credit in order to meet graduation requirements.

Students receiving financial aid should consult with Student Financial Services before repeating a course already passed to determine the possible impact upon the student's continuing eligibility for financial aid.

Auditing Courses

Students who want to attend classes without taking examinations or receiving grades may audit courses subject to space availability and the permission of the instructor. No credit is earned for audited courses. Transcripts will record an audit with the notation of 'AU.'

Performance based courses cannot be audited (e.g., applied music lessons, acting courses, coaching, ensembles and productions, stagecraft, studio dance, and other related classes). For a complete list of performance-based classes, please see the Assistant Registrar on the Princeton campus.

The extent to which an auditor may take part in a course's activities is determined by the student and the instructor. In addition to the audit fee, students auditing a course carrying separate fees must pay all such required fees.

Lawrenceville students in the College of Continuing Studies (<http://www.rider.edu/academics/colleges-schools/college-continuing-studies>) who wish to audit courses should apply and register in the College of Continuing Studies office during the first week of class. Other Lawrenceville students should apply and register through their dean's office and the Registrar.

Princeton students who wish to audit courses should apply and register in the office of the Assistant Registrar during the first week of class.

Students who register on an audit basis may not change from audit to credit during a semester, except during the add period. Students originally registered for credit may change to audit status during the add / drop period. Students should refer to the academic calendar (<http://www.rider.edu/academics/academic-support-services/registrar/academic-calendars>) of each term (Spring, Summer, Fall, or JTerm) for specific add and drop / add dates. Students who have audited a course may take that same course for credit in a later semester at full tuition.

Credit by Examination

Credit for certain undergraduate courses may be earned by examination.

Please see the chairperson of the department offering the course to determine if a course is available for credit by examination.

Dance Study

Effective as of the fall 2014 semester for all new or readmitted Rider University students on both campuses: All students whose major or minor program does not require applied dance study under the DAN prefix, or for those students who have completed dance requirements, elective fees will apply. All part-time students are charged a dance fee.

Registration for applied dance study follows this table of courses. Students will register for the appropriate course number, as indicated in the curriculum pages found elsewhere in this catalog. Maximum enrollment under full-time tuition:

- In **B.A.-Dance/Performance Track**, a total of 15 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School (PBS).
- In **B.A.-Dance/Dance Studies Track**, a total of 14 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School.
- In **Dance Minor**, a total of 8 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School.
- **Registration for DAN 100, 101, 300 and 301** require a placement completed with dance faculty.

Full-time Students

DAN 100-01 – 1-credit required course taken at PBS. Included in tuition – no extra charge.

Example: B.A./Dance majors and minors up to the maximum stated above.

DAN 100-EF – 1-credit elective course taken at PBS. Not included in tuition – fee charged per semester.

Examples: Student who has completed all required applied dance study in their major, student who has completed all required applied dance study in their minor, or student whose major or minor does not require lessons.

DAN 151 (Pilates and Modern) – 1-credit course taken at Lawrenceville campus. Included in tuition – no extra charge. Course counts toward the maximum stated above.

DAN 152 (World Dance & Improvisation) – 1-credit course taken at Lawrenceville campus. Included in tuition – no extra charge. Course counts toward the maximum stated above.

DAN 300-01 – 2-credit required course taken at PBS. Included in tuition – no extra charge. Example: B.A./Dance majors and minors up to the maximum stated above.

DAN 300-EF – 1-credit elective course taken at PBS. Not included in tuition – fee charged per semester.

Examples: Student who has completed all required applied dance study in their major, student who has completed all required applied dance study in their minor, or student whose major or minor does not require lessons.

Note: Students choosing to register for both DAN 100-EF and 300-EF as elective study in the same semester will be charged an inclusive fee.

Part-time Students

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

DAN 100-EP – 1-credit course taken at PBS. Not included in tuition – fee charged per semester. For majors and minors, course counts toward the maximum stated above.

DAN 300-EP – 2-credit course taken at PBS. Not included in tuition – fee charged per semester.

For majors and minors, course counts toward the maximum stated above.

Note: Part-time students choosing to register for both DAN 100-EP and 300-EP in the same semester will be charged an inclusive fee.

Dean's List

The **Dean's list** is prepared at the end of the fall and spring semesters to recognize students who have earned academic honors.

Eligibility for the Dean's list is as follows:

In the College of Business Administration, College of Liberal Arts and Sciences, College of Education and Human Services, and School of Fine and Performing Arts, a student must be enrolled full-time, have no grade lower than "C" and must achieve a minimum semester grade point average of 3.50.

In Westminster Choir College, a student must be enrolled full-time, have no grade lower than "C," have no "Z" grades, and must achieve a minimum semester grade point average of 3.70.

In the College of Continuing Studies, student must have no grade lower than "C" and must achieve a minimum grade point average based on the number of credits earned in a given semester as follows – 6 to 8 credits: 3.75 GPA; 9 to 11 credits: 3.60 GPA; 12 or more credits: 3.50 GPA.

Diploma Conferral

Diplomas are conferred three times each year: May, August, and December.

Students must submit a degree application form, available online via MyRider (<http://myrider.rider.edu>) or in their academic dean's office, in order to be eligible to receive a diploma on any date. Students must apply for graduation by the deadlines established each year by the Registrar's Office. More information is available on the Commencement Candidates (<http://www.rider.edu/academics/academic-support-resources/registrar/commencement-candidates>) web page.

Diplomas are conferred only upon those who have met 100% of all degree requirements. Students in the combined B.M./M.A.T. program receive both diplomas upon the completion of all requirements.

Disabilities – Academic Disability Policy

Rider University supports the protections available to students with disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended, and the New Jersey Law Against Discrimination.

Services for Students with Disabilities (SSD) facilitates equal access to the programs and activities at Rider University for students with disabilities, as defined by the Americans with Disabilities Act (ADA).

Students must initiate contact with SSD in order to receive services and to arrange reasonable accommodations, such as course adjustments, course substitutions and auxiliary aids. Any Rider student who supplies SSD with appropriate documentation of a disability is eligible on a case-by-case basis for reasonable accommodations. Students with disabilities should contact SSD (Joseph P. Vona Academic Annex, Room 8, 609-895-5492) to discuss available services and reasonable accommodations, including academic adjustments.

Only students with documented disabilities that prevent equal access to an academic course or program are entitled to reasonable accommodations, which may include course adjustments, course substitutions and auxiliary aids. A reasonable accommodation is an accommodation that provides the student with equal access to the academic course or program, including all course or program materials,

but does not impose an undue burden on the University or constitute a fundamental alteration to the course or program in question. Knowledge of the essential course and program standards resides primarily with the individual faculty member and/or the academic department.

SSD evaluates the disability documentation provided by the student, collects additional information from the student, and gathers information from relevant educational support personnel (e.g., high school guidance counselors), medical and psychological professionals, and other pertinent sources outside of Rider University. When the student's disability has been sufficiently documented and potential reasonable accommodations have been identified, the student is provided a Notice of Academic Adjustments specific to each course and encouraged to present that Notice of Academic Adjustments to the relevant faculty member and to discuss, in a private setting, how the reasonable accommodations will be implemented.

If any such faculty member has concerns that the proposed accommodations constitute a fundamental alteration to the course or program in question, that faculty member shall promptly contact SSD to initiate discussion and resolution of those concerns.

If the faculty member does not demonstrate to SSD that the accommodation constitutes a fundamental alteration of the course or program in question, the accommodation shall be put in place. If the faculty member demonstrates to SSD that the accommodation constitutes a fundamental alteration of the course or program in question, alternate accommodations, to the extent available, shall be made. If SSD and the faculty member are unable to mutually agree on this issue, they shall appeal it to the Provost or his/her designee, who shall hear both positions, review any necessary documents, and render a final decision.

If such an appeal is taken to the Provost or his/her designee, and the semester has already begun, the Provost or his/her designee shall determine at the outset of the appeal process whether or not the student will suffer an immediate negative impact, if the proposed accommodation is not yet in place. If the determination is that the student will suffer such an immediate negative impact, then the proposed accommodation will be put into place pending resolution of the appeal. If no such immediate negative impact is apparent, the proposed accommodation will be withheld, pending resolution of the appeal. In either case, the Provost or his/her designee will make every reasonable effort to render his/her decision within four working days of the initiation of the appeal.

This policy is designed to ensure the University's compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended and the New Jersey Law Against Discrimination, and to enable every Rider student with a disability to enjoy an equal opportunity to achieve his/her full potential while attending this University.

Double Major

Students wishing to pursue two majors within a college or school (or majors in different colleges or schools), each of which leads to the same baccalaureate degree (e.g., B.A. or B.M.) may do so provided they receive requisite approvals, satisfy the general education or core requirements for the degree they designate as primary, satisfy all of the major area requirements for each program, and satisfy all other requirements for each major. Upon completion of all requirements, the student will be awarded one degree but the transcript will indicate two majors.

Dual Degrees

Students wishing to pursue two majors within a college or school (or majors in different colleges or schools), each of which leads to a separate and distinct baccalaureate degree may do so provided they receive requisite approvals, satisfy all of the requirements for each major, and satisfy all other requirements for each degree. Upon completion of all requirements, the student will be awarded a second baccalaureate degree.

Employment Opportunities – Westminster Choir College

The University provides work opportunities both on and off campus.

Students who demonstrate financial need as determined by the FAFSA are offered Federal Work Study in their award. Students who have no need are paid through a student employment budget. It is the responsibility of students to find their own jobs. All students are encouraged to apply for available employment opportunities. Bi-weekly paychecks are provided directly to students rather than to student accounts.

Weekend church positions: Many Westminster students are employed in area churches on a part-time basis as organists, directors, and singers.

Princeton employment: The Princeton area provides many opportunities for part-time employment in local businesses.

Engaged Learning Policy

Definition

"Engaged Learning" refers to activities in which students apply their knowledge in educational settings beyond the classroom; delve further with independent scholarship and creative expression; broaden their horizons with study abroad or cross-cultural encounters; become problem solvers, leaders and team members in their communities; and prepare for professional and civic lives that make a difference. Rider's students are required to complete at least two high-impact Engaged Learning Experiences that reflect the University's strategic themes of leadership, ethics and social responsibility, and global and multicultural perspectives. These experiences will help students build bridges between their courses of study and the world in which they live.

Requirements

All Rider University undergraduate students^{1,2} are required to earn a minimum of six points, spread across at least two of the following Engaged Learning categories. The six categories of Engaged Learning experiences are:

1. Leadership and Mentoring
2. Study Abroad and Cultural Exploration
3. Guided Research and Scholarship
4. Civic and Community Engagement
5. Internship, Co-Op, and Field Work
6. Arts, Media and Creativity

¹ Transfer students who bring less than 31 credits to Rider will be required to earn 6 Engaged Learning point. Transfer students who bring 31 or more credits to Rider will be required to earn a minimum of three points spread across at least two of the Engaged Learning categories.

² All NCAA Division I athletes will receive 3 points of engaged learning credit as a result their athletic participation. The remaining 3 points will be completed from the approved list of Engaged Learning experiences or courses.

Earning Points

Academic courses

Credit bearing courses approved as Engaged Learning Experiences need not be submitted by students. Once a student completes a course that has been designated as Engaged Learning, points equal to the number of credits (no course will be awarded more than 3 points), will be automatically assigned by the Registrar's Office. The Registrar's Office will insert the course on the Engaged Learning Transcript. A full list of the eligible courses is available on the Engaged Learning webpage.

Experiences

When students engage in experiences that are not connected to academic courses, they must initiate the approval process themselves. Forms for student submissions of eligible experiences, are available in BroncNation (<https://brncnation.rider.edu>). Guidelines for such submissions as well as the full list of eligible experiences are found on the Engaged Learning webpage.

Submitted experiences will be reviewed by designated approvers and upon approval will be listed on the student's Engaged Learning Transcript. For experiences not approved, students may appeal to their academic dean.

Ensembles/Productions - Attire and Registration

Attire

Students must purchase official ensemble attire for choirs in which they are enrolled. Freshman/transfer students at the Princeton campus must be fitted during orientation and purchase a red robe which will be charged to their student account by the Bursar's Office.

Registration

Students participating in music ensembles or artistic productions must be registered for the course that accompanies that activity. It is the responsibility of the student to ensure proper registration in the appropriate course. Excused absences are granted only to registered students.

Each semester, the official personnel roster for each ensemble will be finalized for that semester at the end of the schedule adjustment period, typically two weeks after the first day of classes.

Freshman class eligibility for non-required ensembles or productions is determined by the appropriate department/program/applied area, with the approval of the appropriate Academic Policy Committee.

Full-Time Tuition Inclusion

Please see the table of applied lesson suffixes in the Applied Music (p. 1207) section in the Undergraduate Academic Policies section of this catalog. Registration for the incorrect suffix may result in an incorrect bill.

Lawrenceville Students

Full-time tuition charges are incurred by students who enroll for credit loads, including credit equivalents for non-credit and audited courses,

which fall within the ranges indicated below. Further charges are incurred when full-time students exceed maximum load levels, excluding recital credits or participation in auditioned choirs or productions for School of Fine and Performing Arts majors.

For School of Fine and Performing Arts students, full undergraduate tuition includes:

1. For School of Fine and Performing Arts students, full undergraduate tuition includes:
2. A minimum of 12 and maximum of 18 credits per semester or the equivalent including non-credit courses.
3. Primary applied music study (p. 1207) to the maximum required credits/semesters.
4. Applied dance study to the maximum required credits/semesters. (see below)
5. Once all applied music or dance requirements have been completed, all additional lessons or courses will be billed at the elective rate.
6. Music students in double major programs with two different primary instruments will be billed for the second applied lesson at the elective rate.

Please see the table of applied lesson suffixes in the "Applied Music (p. 1207)" section in the Undergraduate Academic Policies section of this catalog. Registration for the incorrect suffix may result in an incorrect bill.

Princeton Students

Full-time tuition charges are incurred by students who enroll for credit loads, including credit equivalents for non-credit and audited courses, which fall within the ranges indicated below. Further charges are incurred when full-time students exceed maximum load levels, excluding VC593 or participation in auditioned choirs.

Please see the Tuition and Fees Table (<http://www.rider.edu/offices-services/finaid/tuition-fees/undergraduate-tuition-fees>) on Rider's website for elective and part-time charges for elective music and dance study.

Full undergraduate tuition includes:

A minimum of 12 and maximum of 18 credits per semester or the equivalent including non-credit courses. Exception: during the senior student teaching semester for Music Education majors, full-time tuition covers only the course ME492. For primary applied music study, one hour per week of applied music instruction each semester, except during the student teaching semester for Music Education majors or a full-time (12 cr) internship semester for Bachelor of Arts in Music majors. Composition majors receive one hour per week of private composition instruction and one half-hour per week of either private voice or private keyboard instruction. Once all applied requirements have been completed, all additional applied lessons will be billed at the elective rate. Students in double major programs with two different primary instruments will be billed for the second applied lesson at the elective rate. Any non-required private lesson will be billed at the elective rate.

Please see the table of applied lesson suffixes in the Applied Music (p. 1207) section in the Undergraduate Academic Policies section of this catalog. Registration for the incorrect suffix may result in an incorrect bill.

Dance Study

Effective as of the fall 2014 semester for all new or readmitted Rider University students on both campuses: For all students whose major or minor program does not require applied dance study under the DAN prefix, or for those students who have completed dance requirements, elective fees will apply. All part-time students are charged a dance fee. Please see below. Registration for applied dance study follows this table of courses. Students will register for the appropriate course number, as indicated in the curriculum pages later in this section.

Maximum enrollment under full-time tuition: In B.A.-Dance/Performance Track, a total of 15 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School (PBS); in B.A.-Dance/Dance Studies Track, a total of 14 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School; in Dance Minor, a total of 8 credits of applied dance instruction, including all dance courses taken at Rider University and at Princeton Ballet School.

Registration for DAN 100 and DAN 300 require a placement completed with dance faculty.

Full-Time Students
DAN 100

- DAN-100-01 – 1-credit required course taken at PBS. Included in tuition – no extra charge. Example: B.A./Dance majors and minors up to the maximum stated above.
- DAN-100-01F – 1-credit elective course taken at PBS. Not included in tuition – \$740 extra per semester. Examples: Student who has completed all required applied dance study in their major, student who has completed all required applied dance study in their minor, or student whose major or minor does not require lessons.

DAN 151 Pilates and Modern – 1-credit course taken at Lawrenceville campus. Included in tuition – no extra charge. Course counts toward the maximum stated above.

DAN 152 World Dance & Improvisation – 1-credit course taken at Lawrenceville campus. Included in tuition – no extra charge. Course counts toward the maximum stated above.

DAN 300

- DAN-300-01 – 2-credit required course taken at PBS. Included in tuition – no extra charge. Example: B.A./Dance majors and minors up to the maximum stated above.
- DAN-300-01F – 2-credit elective course taken at PBS. Not included in tuition – \$1,500 extra per semester. Examples: Student who has completed all required applied dance study in their major, student who has completed all required applied dance study in their minor, or student whose major or minor does not require lessons.

Note: Students choosing to register for both DAN 100-01F and DAN 300-01F as elective study in the same semester will be charged a total fee of \$2,000.00.

Part-Time Students
(all students, both campuses, regardless of major or requirements)

DAN 100

- DAN-100-01P – 1-credit course taken at PBS. Not included in tuition – \$1,050 extra per semester. For majors and minors, course counts toward the maximum stated above.

DAN 300

- DAN-300-01P – 2-credit course taken at PBS. Not included in tuition – \$2,090 extra per semester. For majors and minors, course counts toward the maximum stated above.

Note: Part-time students choosing to register for both DAN 100-01P and 300-01P in the same semester will be charged a total fee of \$3,050.00.

Grades – Grade Reports, Grade Point Average, Incomplete Grades, Grade Appeals

- Grade Reports (p. 1215)
- Grade Point Average (GPA) (p. 1215)
- Incomplete Grades (p. 1215)
- Grade Appeals (p. 1215)

Grade Reports

Members of the faculty are officers of instruction at Rider University. Among their responsibilities as such is the evaluation of students' academic accomplishments in courses of instruction. These evaluations ultimately are expressed in grades that are recorded in the students' academic record. Members of the faculty, judging the competencies and performances of students, assign grades based on their professional experience and training. Grades assigned by the faculty follow practices and procedures within the standards established by Rider and within the standards established by individual course requirements.

Letter grades are used at Rider University for recording faculty evaluations of final student achievement in individual courses and are entered on the permanent academic record of a student's academic performance.

The academic grades used by faculty for recording evaluations of student achievement are as follows. For determining grade point averages (GPAs), grades have weighted values called variously honor points, quality points, or grade points as follows:

A (Excellent)	4.0
A-	3.7
B+	3.3
B (Good)	3.0
B-	2.7
C+	2.3
C (Fair)	2.0
C-	1.7
D (Poor, minimum passing grade)	1.0
F	0.0

(Failing academic work; fail to abide by standards of academic honesty and integrity; unauthorized withdrawal, and fail to complete work in prescribed time.)

Each instructor of a course will inform the student of the course objectives, procedures, and applicable grading standards. Upon a

student's written request, members of the faculty will provide a review of the student's course standing at least once each term by the mid-point of that term. Each student may also review material submitted to the instructor for evaluation such as papers, examinations, and the like. In these ways, students will be able to assess their own progress in a course before final grades are assigned.

NOTE: Faculty members are not required to maintain student course materials more than four months after the end of an academic term.

A student grade report may also show the following transcript notations, which carry no grade point value:

I	Incomplete
L	Late grade
N	Registered: Did not attend
AU	Audit
P	Pass
S	Satisfactory progress
U	Failure in pass/fail course
W	Withdrawal
Y	Satisfactory completion of supplemental education course
Z	Insufficient progress in supplemental education course

"N" and "W" notations are included in the total semester hours attempted, as far as tuition payment is concerned.

Grade Point Average (GPA)

Grade point averages (GPA) are used to establish academic standing. In order to compute the grade point average, students must first determine the number of quality points earned for each course. The total number of quality points for a course is derived by multiplying the number of credits for the course by the number of quality points for each letter grade. The grade point average (GPA) is determined by dividing the number of quality points by the number of GPA hours.

Incomplete Grades

Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the term, may request an extension of time from a faculty member. Such extensions of time can be granted only in cases in which illness or another 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 impossible.

The faculty member shall determine whether 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 day of the term, as specified in the academic calendar, by which work must be completed by the student. If the faculty member does agree to the request, the notation "I" (Incomplete) shall be 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 shall submit a Change of Grade form to the Registrar.

Students who, as a result of extenuating circumstances, are unable to submit the completed 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 of the incomplete, 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 day 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 and assign the course grade. 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," "Z," or "U" by the Registrar.

Students who receive an incomplete in a course that is part of a course sequence must obtain permission from the department chairperson to remain enrolled in the next course in the sequence or they will be removed from that next course.

Grade Appeals

Basis for Grade Appeal

A final course grade may be changed only at the initiative of the faculty member who originally assigned the grade or as the result of a decision made in the hearing of a grade appeal by the Faculty Grade Review Panel. It is assumed that the final course grade is assigned in good faith and based on the professional expertise of the faculty member.

A student may appeal a final course grade only on the grounds that it represents an arbitrary, capricious, and/or unreasonable evaluation of his or her performance.

A grade appeal may not be based on a disagreement with the faculty member's professional academic evaluation of the student's work.

The burden of proof rests with the student. A grade appeal shall be supported only when a student convincingly demonstrates that an arbitrary, capricious, and/or unreasonable evaluation occurred. Changes and appeals for grades on written comprehensive graduate examinations are subject to the same requirements and procedures as course grades.

The Faculty Grade Review Panel may return appeals to department chairs when such individuals have not discharged their responsibilities during the appeals process; may decline to hear an appeal when there is insufficient documentation of arbitrary, capricious and/or unreasonable grading; and shall decline an appeal if it is based on failure to accommodate a disability covered by the University Disability Policy.

Faculty Grade Review Panel

The Faculty Grade Review Panel has final authority concerning all grade appeal questions. **The panel consists of the following nine members:**

1. Six tenured faculty members including one tenured faculty member elected by the bargaining unit members of each of the five college/

school academic policy committees and one selected by the bargaining unit members of the University Academic Policy Committee, who shall serve as chairperson of the panel;

2. A seventh faculty member selected jointly by the Provost and Vice President for Academic Affairs and the academic deans;
3. Two full-time students selected by the Student Government Association who, at the time of their service, must be seniors who have attained a grade point average of at least 3.25.

Each of the above appointing groups shall also designate an alternate for each member they appoint to the panel. Faculty members of the panel shall serve two-year terms and may be reappointed.

A quorum of the Faculty Grade Review Panel shall consist of any five members. The failure or inability of any appointing body to fulfill its responsibility to appoint any member or members to the panel shall not prevent the panel from organizing itself and exercising its duties.

The chairperson of the panel will serve as the hearing coordinator and has the following duties and responsibilities:

1. Inform the members of the panel that a grade appeal has been received and set a date for the hearing,
2. Distribute documentary materials pertaining to the appeal to members of the panel,
3. Maintain a permanent record of the panel's proceedings,
4. Prepare and distribute any decision made by the panel to the appropriate parties.

Prior to Initiating a Grade Appeal

A student who believes that his or her final course grade represents an arbitrary, capricious, and/or unreasonable evaluation of his or her work is strongly encouraged to talk with the faculty member in an effort to resolve the issue before filing a formal grade appeal. However, it must be emphasized that this informal discussion does not constitute the initiation of a grade appeal and does not extend the time limits specified in the next paragraph.

Initiating a Grade Appeal

To initiate a grade appeal, the student must forward a letter to the faculty member which clearly and precisely describes the student's reasons for believing that the final course grade constitutes an arbitrary, capricious, and/or unreasonable evaluation of his or her performance. A copy of this letter shall also be sent to the faculty member's department chairperson. (If the faculty member taught the relevant course in another department, the letter shall be sent to the chair of that other department. If the relevant course is in a program and is not cross-listed, the letter shall be sent to the chair of the program director's home department.)

For appeal of fall semester grades, the letter must be postmarked or hand-delivered within seven (7) days of the start of the upcoming spring semester. For appeal of spring semester grades, it must be postmarked or hand-delivered within thirty (30) days of the last regularly scheduled spring semester examination. For appeal of summer grades, it must be postmarked or hand-delivered within seven (7) days of the start of the upcoming fall semester. For appeal of grades on written comprehensive graduate examinations, it must be postmarked or hand-delivered within thirty (30) days of the date that grades were issued for the examination.

If a change of grade occurs after the aforementioned deadlines, the grade appeal must be filed within thirty (30) days of the submission of the changed grade to the registrar.

If the faculty member who assigned the grade in question is no longer at Rider or is away from Rider on an extended basis and not available for consultation, the initial review shall be conducted by the appropriate department chairperson, and the schedule may be extended at the appropriate dean's discretion.

If the faculty member who assigned the grade in question is the department chairperson, the chairperson's dean or that dean's designee shall replace the chairperson in all the procedures that follow.

Failure to submit a written statement of the appeal within the time guidelines established above shall constitute grounds for denying a student access to the grade appeal process. Failure to provide a clear and precise statement shall constitute grounds for denying the appeal at any step in the process. Once a grade appeal is initiated, the basis of all subsequent proceedings must be limited to the allegations appearing in the initial written statement. This limitation does not exclude the introduction of new evidence directly related to the initial allegations.

The chairperson of the Faculty Grade Review Panel, upon written request of any party, may extend any deadline contained in this policy if he or she believes that circumstances beyond the control of a party to the appeal have prevented compliance with stated deadlines. The decision of the panel chairperson to extend or not to extend a deadline shall not be subject to appeal.

The Grade Appeal Process

Step One

In the letter of appeal, the student may request a formal meeting with the faculty member. If the faculty member agrees to such a meeting, the meeting shall be held no later than fourteen (14) days after the beginning of the fall or spring semester following the semester or session in which the grade was given. However, the parties are encouraged to schedule such a meeting at an earlier date if mutually convenient.

The faculty member shall render a decision on the appeal within seven (7) days of such a meeting and shall notify the student and the department chairperson in writing of the decision. If the faculty member agrees to change the final course grade of the student, he or she shall submit a Change of Grade form to the Registrar.

If the faculty member believes that a meeting with the student would not be productive, he or she shall make a decision on the appeal based on the student's letter and shall communicate the decision in writing to the student and the department chairperson within fourteen (14) days of the beginning of the fall or spring semester following the semester or session in which the grade was given.

If the student accepts the decision of the faculty member at Step One, no further action is required. If the student does not accept the faculty member's decision at Step One, he or she may appeal the decision to Step Two in writing to the department chairperson with a copy to the faculty member's dean. This letter must be postmarked or hand-delivered within seven (7) days of the postmark date of the faculty member's Step One decision.

If the student does not receive a written response from the faculty member or department chairperson within fourteen (14) days of the beginning of the fall or spring semester following the semester or session in which the grade was given, the student may, within twenty-one (21)

days of the beginning of that semester, proceed to Step Two as indicated below. All such written responses shall be mailed to the student's campus address, if the student resides on campus, or otherwise to the student's home address on record.

Step Two

Within fourteen (14) days of the receipt of a student's letter of appeal to Step Two, the department chairperson shall schedule a meeting with the student and the faculty member. At such meeting, the student and the faculty member will have the opportunity to explain their positions with respect to the grade in question, but they shall be limited to the allegations raised in the student's initial written statement.

The department chairperson shall render an opinion on the matter within seven (7) days of the Step Two meeting and shall provide explanatory language for this opinion in writing to the student, the faculty member and the faculty member's dean.

If the department chairperson's opinion supports the position of the faculty member, the student shall have seven (7) days from the postmark date of the letter from the department chairperson to continue his or her appeal to the Faculty Grade Review Panel as described in Step Three.

If the department chairperson's opinion supports the student's position in the appeal, the faculty member shall have seven (7) days from the postmark date of the department chairperson's letter opinion either to accept that opinion and submit a Change of Grade form to the registrar, or to reject the opinion and notify the student, department chairperson, and faculty member's dean that the faculty member is making an appeal pursuant to the Step Three process.

If the student does not receive notification of a change of grade within twenty-one (21) days of the date of the department chairperson's written decision, the student may carry the appeal to Step Three.

Step Three

To carry the appeal to Step Three, the student must submit a letter expressing that intent to the chairperson of the Faculty Grade Review Panel with copies to the faculty member, the department chairperson, the dean, and the Provost and Vice President for Academic Affairs.

Within seven (7) days (excluding vacation and examination periods) of the receipt of this letter, or the letter from the faculty member who has appealed, whichever the case may be, the chairperson of the Faculty Grade Review Panel shall schedule a meeting of the panel to consider the appeal.

The student and the faculty member shall have the right to appear before the panel to present information pertaining to the allegations made in the student's initial written statement.

The Faculty Grade Review Panel may, if it deems it desirable, request attendance by the chairperson, the dean, and/or any other representatives of the University. Attorneys or advisors to the participants may attend but not participate in the meeting of the panel.

The unwillingness of the faculty member or student to appear before the panel shall not prevent the panel from proceeding with its deliberations. In those deliberations, the panel shall have access to written documents pertaining to the appeal, pertinent records of student performance, and such verbal presentations as may be made during panel deliberations.

On the basis of careful consideration of the available information, the Faculty Grade Review Panel will determine if an arbitrary, capricious, and/or unreasonable evaluation of the student's performance has occurred.

This determination will be made in writing and provided to all affected parties.

If the panel determines that no such action occurred, the case will be closed with no further right of appeal. If the panel determines that an arbitrary, capricious, and/or unreasonable evaluation has occurred, it will direct the faculty member's department (or will establish an evaluation committee of faculty members in the field of the course offered) to re-evaluate the student's performance based upon the panel's decision, the records and documentary materials.

Within fourteen (14) days of the receipt of the panel's directive, the department or evaluation committee shall recommend to the panel a grade that it deems appropriate, whether higher than, lower than, or the same as the original grade. Normally, the panel will accept the revised evaluation by the department or committee and will subsequently notify the Registrar of any change of grade. Should the panel feel that the department or committee has not conducted its review in an appropriate manner and that, as a result, the suggested substitute grade is not appropriate, it shall have the authority to direct the Registrar to enter the grade that the panel judges appropriate.

Decisions of the panel are not subject to further appeal. The panel may also return appeals to department chairs when such individuals have not discharged their responsibilities during the appeals process, or when there is insufficient documentation of arbitrary, capricious and/or unreasonable grading. The panel shall decline an appeal if it is based on failure to accommodate a disability covered by the University Disability Policy.

Expediting a Grade Appeal

When a student's graduation is affected by the outcome of a grade appeal in a semester, term, or session immediately preceding such graduation, faculty members shall make reasonable efforts to expedite the process.

Grade Changes Made at Initiative of Faculty Member

The individual faculty member may determine that it is appropriate to change a recorded academic grade. Such changes must be made within four (4) months of the date that the original grade was assigned. Any change of grade initiated by a faculty member more than four (4) months after the date the original grade was assigned must be approved by the faculty member's dean. Faculty members, using forms supplied by the Office of the Registrar, will prepare a written change of grade stating the reasons for the grade change with a copy to the student, the department chairperson and the faculty member's dean. Upon receipt of this form by the Office of the Registrar, the grade will be changed on the official records of the University.

Graduation with Honors

Graduation with distinction (sometimes referred to as Latin honors) depends upon the achievement of exceptionally high scholastic averages and completion of all requirements. This distinction is reflected by the awarding of degrees cum laude, magna cum laude, and summa cum laude. All grade point averages are computed on work completed at Rider University only.

For Lawrenceville-based degrees, graduation with distinction is awarded on the following basis:

Summa Cum Laude – averages between 3.75 and 4.00

Magna Cum Laude – averages between 3.50 and 3.74

Cum Laude – averages between 3.25 and 3.49

For Princeton-based degrees, graduation with distinction is awarded on the following basis:

Summa Cum Laude - averages between 3.80 and 4.00

Magna Cum Laude - averages between 3.60 and 3.79

Cum Laude - averages between 3.40 and 3.59

Health and Safety – Westminster College of the Arts

Westminster Choir College/Westminster College of the Arts of Rider University, as required by the National Association of Schools of Music, is obligated to inform students and faculty of health and safety issues, hazards, and procedures inherent in practice, performance, teaching, and listening both in general and as applicable to their specific specializations. This includes but is not limited to information regarding hearing, vocal and musculoskeletal health, injury prevention, and the use, proper handling, and operation of potentially dangerous materials, equipment, and technology.

It is important to note that health and safety depends largely on personal decisions made by informed individuals. Rider University has health and safety responsibilities, but fulfillment of these responsibilities cannot and will not ensure any individual's health and safety. Too many factors beyond the University's control are involved.

Each individual is personally responsible for avoiding risk and preventing injuries to themselves before, during, and after study or employment at Rider University. The policies, protocols, and operational procedures developed do not alter or cancel any individual's personal responsibility, or in any way shift personal responsibility for the results of any individual's personal decisions or actions in any instance or over time to the University.

All members of the Westminster College of the Arts community are encouraged to visit Health and Safety Recommendations (<http://www.rider.edu/student-life/health-wellness/student-health-services/health-safety-sfpa-wcc-students>) on Rider's website for a series of recommendations and resources designed to help each individual to become aware of and attend to various issues.

Independent Study

In order to challenge students of exceptional talents and interests and to provide opportunities for individual study and research, independent study is available for credit to qualified students under the terms stated below. Each project must be directed by a Rider University faculty member.

The advisor-student relationship is one of mutual agreement between the faculty member and the student. The choice of project is limited primarily by the availability of an advisor who has some knowledge and interest in the field. Application forms are available in the office of the dean of the student's college or school.

The following policies apply to independent study courses:

1. Students must be a junior or senior in good academic standing with a cumulative grade point average of 3.00 or better.
2. Approval for an independent study course must be secured in writing, normally during the term prior to that in which the study will be carried out, but in any case in advance of the first day of classes of the applicable term. All proposals must be approved by the faculty/advisor, department chair, and by the office of the instructor's dean and the office of the student's dean. Upon approval, the student must enroll by the end of the third week of class.
3. A student may not enroll for more than one independent study course per term. Courses usually carry one to four credits, with a maximum of six allowable in special cases involving a full year of work.
4. A maximum of 18 credits may be earned in all independent study courses.
5. A student is expected to earn a minimum grade of "B" in any independent study course, as assigned by the faculty advisor for the project. A grade of "B-" or lower may result in ineligibility for future independent study courses.

International Baccalaureate (IB) Credits

Incoming students may be granted up to 20 credits on the basis of their International Baccalaureate coursework. Credits are awarded for Higher Level IB courses based on the student receiving a score at or above the level approved by the department that evaluated the course (in no case less than a score of five).

In order to grant credit, Rider's Office of Undergraduate Admission must be sent an official IB transcript. For further information, please see International Baccalaureate (IB) Course Equivalency (<http://www.rider.edu/admissions/undergraduate-admission/how-apply/ib-course-equivalency>) on Rider's website.

International Student Status

Federal regulations require that all F-1 and J-1 undergraduate and graduate international students maintain full-time status. International students may engage in one online course per mandatory term (fall and spring term) as long as they are enrolled in a full course load. Students may request part-time status under specified, limited circumstances, including during their final semester. Prior approval of the Center for International Education (<https://www.rider.edu/offices-services/center-for-international-education>) is required.

All international students do not need to comply with the above restrictions for summer course work.

Outside Activities – Westminster Choir College only

Westminster Choir College students are expected to give priority to all officially scheduled classes, lessons, rehearsals, on- and off-campus performances (including tours), and other official functions involving music students. Outside activities, such as employment, church or volunteer work, or other professional engagements should not conflict with college requirements or those listed on course syllabi. Students employed outside of the college should inform employers of their commitment to their education and their obligation to college classes and ensembles.

Placement Testing Information

English Placement Test

Incoming freshmen who score 570 or above on the EBRW SAT or who score 23 or above on the ACT will be placed in CMP 120. Students scoring below 570 on the on the EBRW SAT or below 23 on the ACT will be placed in CMP 115.

Reading Placement Test

First year students with verbal SAT scores of 470 and below will be placed into the core course, College Reading (CRC 100). Students may take a "challenge test" if they wish to attempt to test out of this reading requirement.

Math Placement Test

Placement in some Mathematics classes and all Management Sciences classes is based upon the Mathematics score on the SAT. Business majors with an SAT-M score of 550 or greater are permitted to enroll in MSD 105. Business students with an SAT-M score of 540 or less are placed in MSD 104. Science and Mathematics majors with an SAT-M score of less than 650 will take a math placement test. Students with a SAT-M score of 650 and above will be placed into MTH 210

Scoring thresholds may be adjusted upwards and course requirements may be adjusted by individual college/school Academic Policy Committees. Students enrolled into MTH 102 will be given a brief test, prepared by the Mathematics Department, during the first five business days of the semester. Those placing below a minimum score set by the Mathematics Department on the test will be required to participate in one hour of structured tutoring¹ per week concurrent with taking the course. All others enrolled in the class will be encouraged to participate in tutoring.

Business students:

- Students with an SAT Math score of 550 taken before March, 2016 or an SAT Math score of 570 taken in March, 2016 or later, or ACT Math score of 23 or higher are placed in Quantitative Methods I MSD 105 for 3 credits. No placement test is required.
- Students with an SAT Math score of 540 taken before March, 2016 or an SAT Math score of 560 taken in March, 2016 or later, or ACT Math score of 22 or lower are required to take the Math Placement Test.

Footnotes

- ¹ Mandated structured tutoring will:
- include an embedded tutor in each class section
 - include a one-hour per week group study session
 - impact the student's grade as determined by individual faculty.

Recital Scheduling – Westminster Choir College only

Recital Scheduling (p. 1219)

Recital Spaces (p. 1219)

Work Orders (p.)

Recital Dates and Times (p.)

Canceled Recitals (p. 1219)

Recital Programs, Recording, and Documentation (p. 1220)

Scheduling Dress Rehearsals and Receptions (p.)

University-Owned Instruments (p. 1220)

Publicity (p. 1220)

Recital Scheduling

Recital scheduling occurs in three rounds:

1. **Lottery:** Two-week period in which students may request required recitals for the following semester. Requests are processed in random order. All students receive an email with a link to the request form.
2. **Open request period before semester:** After lottery recital assignments are confirmed, students may request changes or new reservations for required recitals. Requests are processed in the order received. All students receive an email announcing the start of the open request period.
3. **Open request period during semester:** At the beginning of the semester students may request non-required recitals. To receive a recital request form email wccevents@rider.edu. Requests are processed in the order received. Recital confirmations are emailed from wccevents@rider.edu. All recital requests are subject to approval by the student's applied instructor.

Recital Spaces

Students may reserve Bristol Chapel, Hillman Hall, the Playhouse and Williamson Hall for recitals. Hillman Hall is not available for non-required or junior recitals. Bristol Chapel is not available for non-required or junior recitals except for junior organ recitals or by special permission.

Each recital hall has a standard recital configuration that will be set up prior to a recital. If the setup of the room is changed during a recital, it is the student's responsibility to return the room back to the standard configuration before leaving the space. A diagram of the room setup is included with the recital confirmation.

Work Orders

Students must submit a work order to Facilities Management including the date, time, location, and setup needs of their dress rehearsal, recital, and reception. A separate work order must be placed for each event.

Please follow this link (<https://login.myschoolbuilding.com/msb>) to submit a work order.

Recital Dates and Times

Recitals are scheduled at 1 p.m., 2:30 p.m., 4 p.m., 5:30 p.m., 7 p.m., and 8:30 p.m. Recital reservations allow for 60 minutes of performance time plus 15 minutes before and after the recital. Recitals held after the last day of class require permission of the applied department chair and the associate dean. Email wccevents@rider.edu for the after-term permission form.

Canceled Recitals

Email wccevents@rider.edu to cancel or postpone a recital. Students can only reschedule a recital after cancelling the previous reservation.

A request to reschedule a recital will be considered cancellation of an existing reservation.

Recital Programs, Recording, and Documentation

Printed programs and recording arrangements for the recital performance are the responsibility of the performer.

Five archive copies of the recital program, formatted according to the Archive Program Guideline (sent with your recital confirmation email and available online), must be submitted to the Academic Coordinator no later than ten (10) days after the recital. Follow this link to view the program guidelines (http://www.rider.edu/sites/default/files/docs/wcc_recital_program_guidelines.pdf).

Scheduling Dress Rehearsals and Receptions

Students may reserve time for a dress rehearsal in the recital space (90-minute time limit) and a reception beginning on the first day of the recital semester. Students with early-semester recitals may reserve rehearsal and reception times before the semester begins. Dress rehearsals and receptions will only be scheduled for confirmed recitals. Due to space limitations, availability of space for dress rehearsals and receptions is not guaranteed.

Dress rehearsals may not be scheduled in Williamson Hall during office hours except by instructor request. Receptions are held in Thayer Lounge or the Martin Room. There is a two hour time limit for all reception reservations. Receptions may not be held in any area of Bristol Hall, the Cullen Center, or Williamson Hall. The reception area should be cleaned and ready for use at the end of the reserved reception time.

Dress rehearsal and reception reservations should be made through 25Live (<https://25live.collegenet.com/rider>).

University-Owned Instruments

Use of university-owned harpsichords or portative organs must be arranged with the Sacred Music office at least four (4) weeks prior to the recital. To make arrangements to use instruments, for a copy of the Portative Organ and Harpsichord Policy, or other information please contact the Office of Sacred Music (sacredmusic@rider.edu, ext. 8277).

Publicity

All recital publicity is the responsibility of the performer. On-campus posters must be stamped by the Associate Dean of Students office and posted only in approved locations. Send questions regarding these guidelines to wcevents@rider.edu. In compliance with University policy, students must use their Rider email account for University business.

Transfer Appeals

An appeal process for transfer course equivalency is open to students who have attended an accredited community college **or four-year institution** and have been admitted to a Rider degree program. **Course appeals will only be considered prior to the completion of the last 30 credits in the bachelor degree.**

All communication regarding appeal[s] will be communicated to the student through Rider email.

The appeal process is as follows:

1. For each course being appealed the student should submit the following information/documentation:
 - a. Program the student is pursuing
 - b. Course[s] the student wishes to appeal (include course number, title and the name of the transfer institution)

- c. Supporting documentation [course syllabus, course work] to justify appeal[s]
- d. Desired outcome of appeal[s] [please check one]:
 - Substitution for a required course in the major, list course[s]: _____
 - Substitution for a required course in the minor, list course[s]: _____
 - Substitution for a core course, list course[s]: _____
 - Transfer as a general or free elective
 - Transfer as a business elective [CBA only], list discipline or course prefix (e.g. MKT, ECO) _____
 - Other: _____

2. All appeals must be submitted electronically through the student's Rider email address to the Office of the Registrar at transferappeal@rider.edu.
3. Appeals will be reviewed by the Transfer Appeals Committee. A member of the Transfer Appeals Committee will respond to the student's petition fifteen [15] days after receipt of the appeal.

The Transfer Appeals Committee is comprised of the relevant department chair(s) or program director(s), as well as the dean or associate/assistant dean of the college/school in which the program resides.

Transfer Credit While Currently Enrolled at Rider

Students seeking permission to transfer credit from another accredited college after matriculating at Rider University:

1. must complete an off-campus approval form at least 30 days in advance of the start of the proposed off-campus course, to be approved by the student's academic dean's office. If prior approval is not obtained, there is no guarantee that transfer credit will be granted;
2. must have a cumulative grade point average of at least 2.00;
3. may not be within the final 30 credits of the Rider baccalaureate degree program.

Baccalaureate degree-seeking students with less than 60 credits may enroll in courses in either two-year or four-year accredited postsecondary institutions for transfer to a program of study at Rider as long as prior approval is obtained as described above.

Baccalaureate degree-seeking students with more than 60 credits may only enroll in courses in four-year accredited postsecondary institutions for transfer to a program of study at Rider as long as prior approval is obtained as described above.

Upon the completion of 21 credits, students pursuing a two-year (A.A.) program will not be permitted to enroll in courses at other institutions for transfer to that program of study at Rider University.

Credit by transfer from other institutions may be applied toward baccalaureate degrees under these conditions:

1. An official transcript must be forwarded directly from the sending institution to the student's academic dean's office.
2. A minimum grade of "C" or its equivalent is required for transfer of courses. Grades such as "pass" or "credit" are also acceptable. **Grades of "C-" or below are not acceptable.**

3. Courses taken 10 or more years prior to entering Rider University are subject to individual evaluation for contemporary transfer applicability.
4. Transfer credits are not associated with grades and are not included in grade point average calculation, except for courses taken at other colleges of Rider University or under the cooperative program between Westminster Choir College and Princeton University.

At the Princeton campus:

1. Transfer credit is equivalent to the credit earned at the sending institution, except that credit by transfer may not exceed three credits per course.
2. Many non-music courses may be transferred to satisfy Arts and Science requirements; excluded are courses dealing with highly technical or scientific subjects, specialized professional school courses, physical education courses and others determined by the college. The Arts and Science Program has the final authority in determining whether or not a specific course may transfer.
3. Music courses are not transferable. Credit will be awarded, however, for all college-level music courses exempted by examinations, which are given only after a student has enrolled at Westminster.

Withdrawal from the University

Students should refer to the University website, <https://www.rider.edu/offices-services/financial-aid-scholarships/payments-billing-deposits/refunds#withdrawal> for information regarding the circumstances and procedures related to withdrawing from the University.

In addition, students should refer to Rider's website at <http://www.rider.edu/offices-services/financial-aid-payments-billing-deposits/refunds> for refund and other related information as it concerns withdrawal from the University.

Graduate Academic Policies

Introduction

Graduate students 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.

Graduate students should refer below for important information regarding Rider's graduate academic policies. In addition, academic policies specific to degree programs or certificates housed within each of the colleges/schools can be found in the Academic Catalog as per the list below.

- College of Business Administration (p. 869)
- College of Liberal Arts and Sciences (p. 956)
- College of Education and Human Services (<http://catalog.rider.edu/graduate/colleges-schools/education/education-leadership-counseling>)
- Westminster Choir College (p. 1232)

Significance of Accepting Admission to Rider University

By the act of accepting admission to Rider University, students acknowledge and agree to the following:

1. that they will be bound by and comply with all University standards and policies, including but not limited to, those standards and policies set forth in this catalog and in The Student Code of Social Conduct (<https://www.rider.edu/studentcodeofconduct>). **Primary and ultimate responsibility for knowing and conforming to these standards and policies and degree requirements resides with the individual student.**
2. that the ultimate authority to regulate and maintain order on the University campuses resides with the President and the Board of Trustees; and,
3. that the University retains ownership and the exclusive right to use any and all promotional, publicity, and entertainment products (including those produced as course requirements), creations, and activities engaged in by the student while at the University, including but not limited to photographs, television, audio and video recordings, motion pictures, artistic performances and presentations, internet/web-based productions and sales, and athletic events and all proceeds therefrom. The student has no right to any payment for participation therein.

Students further agree to execute any documents required to confirm or convey to the University all rights outlined in subpart (3) above.

Rider University's Right to Change Catalog Content

This Academic Catalog is not a contract nor is it an offer to enter into a contract. While every effort is made to ensure the accuracy of the information provided in this catalog, it must be understood that all policies and procedures (as well as courses, course descriptions, curricular and degree requirements and other academic information) described in this catalog are subject to change or elimination at any time without prior notice.

Primary and ultimate responsibility for knowing and conforming to the standards, policies and degree requirements outlined in the Academic Catalog resides with the individual student.

While every effort will be made to inform students of any changes as soon as is practical, students should consult the appropriate academic or administrative department, school, college, or other service provider for currently accurate information on any matters described in this catalog. Changes affecting degree requirements will take into account the applicability of the change to currently matriculated students.

Rider University also reserves the right to vary the policies and procedures in the Academic Catalog on a case-by-case basis, as fair and reasonable treatment of interested parties requires in the University's best judgment.

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Academic Concern, Conditional Standing/Dismissal and Readmission

All students permitted to enroll at Rider University are in good standing and are qualified to be bona fide students. Decisions regarding academic progress, conditional standing, and dismissal for poor scholarship are the responsibility of the Committee on Academic Standing within each college or school. These committees may establish and apply criteria in addition to the minimum university cumulative grade point average (GPA). Using approved academic criteria, the Committee on Academic Standing within each college or school may review the academic record of any student. The following applies to all graduate students.

- Graduate students with a cumulative GPA below 3.0 will be placed on probationary academic standing and may be dismissed.

- The minimum GPA to graduate from a graduate program is 3.0.
- For all graduate programs, students graduating with a cumulative GPA of 3.85 or above graduate with distinction.

Graduate students who fail to maintain at least a 3.0 cumulative GPA will be reviewed by the appropriate Committee on Academic Standing and may receive a letter of academic concern, be placed on conditional standing, or be dismissed from the University.

Graduate education students enrolled in certification programs may be required to meet other standards.

Academic Concern

Upon review of a student's academic record, a Committee on Academic Standing may issue a letter of concern, which responds to academic progress that does not meet college, school or university expectations, and describes an academic plan of study that must be met in the subsequent semester. Students who fail to pursue a course of study prescribed by an academic standing committee, who do unsatisfactory work in the prescribed course of study, or who fail to meet other academic standards may be placed on Conditional Academic Standing or dismissed.

Conditional Academic Standing

Upon review of a student's academic record, a Committee on Academic Standing may place a student on Conditional Academic Standing. In reaching this decision, the committee may require a student who does unsatisfactory work to pursue a specific course of study during a particular academic session. Students who fail to pursue a course of study prescribed by an academic standing committee, who do unsatisfactory work in the prescribed course of study, or who fail to meet other academic standards may be continued on Conditional Academic Standing or may be dismissed without further right of appeal. There must be substantial evidence of proper motivation and a capacity for doing graduate level work to warrant maintaining a student in school with a record of continued conditional status as opposed to dismissal.

Students on conditional academic standing may not register for an academic overload. Westminster Choir College graduate students on conditional standing are ineligible for assistantships and may become ineligible for other scholarship awards. Additionally, students must be removed from conditional status in order to be approved for graduation.

Academic Dismissal from the University

Students who have not done satisfactory work may be dismissed from the University for poor scholarship at the end of any semester after an appropriate review of their scholastic records by the Committee on Academic Standing within their college or school. Students may also be subject to academic dismissal if their cumulative GPA falls below the required minimum for two or more consecutive semesters. Academic dismissal at the end of the fall semester is effective prior to the beginning of the spring semester. Academic dismissal at the end of the spring semester is effective prior to the beginning of summer session II.

Students who wish to appeal a dismissal must submit a written statement of appeal to the academic dean of their college or school within 10 days from the date on their letter of dismissal. All appeals submitted by the deadline will receive consideration by the appropriate academic standing committee.

Dismissal for academic reasons terminates a student's relationship with Rider. Dismissed students may not enroll for courses nor participate

in university-sponsored activities or ensembles at either campus for a period of one year following their dismissal. Students dismissed for academic reasons normally will not be eligible for readmission within one calendar year of the dismissal date. Although some students will apply for readmission, there is no real or implied right to such readmission.

Students dismissed by Westminster Choir College (WCC) but not Rider University may apply for enrollment in graduate programs in other colleges of the University. Students dismissed by WCC but not Rider University may not enroll in WCC courses, ensembles or activities until they have been readmitted to WCC with the exception of courses, ensembles or activities that are delivered by or at WCC and are required in music degrees housed within the SFPA.

Dismissal from a Major within Westminster College of the Arts

Academic departments within Westminster College of the Arts reserve the right to dismiss a student from a major following notification that their standing in the major is in jeopardy and the passage of a suitable amount of time permitted to address stated issues, typically one semester. Such dismissal may be based upon any of the following conditions: failure to maintain a satisfactory or minimum GPA; failure to sustain academic progress in the courses of the major; conduct in violation of the standards of the department or profession; failure to meet conditions or requirements as stated in university catalogs, The Student Code of Social Conduct (https://www.rider.edu/sites/default/files/docs/student_code_of_social_conduct.pdf), or the departmental handbook; or the student's general standing at Rider University. Such dismissal will become effective at the end of the semester in which the decision is reached. Students dismissed from Music Education are not permitted to enroll in Music Education courses until readmitted into the Music Education major.

Readmission after Academic Dismissal

Dismissed students seeking readmission must first contact the Dean of Students Office, Bart Luedeke Center, on the Lawrenceville campus or the Associate Dean of Students Office, Scheide Student Center, on the Princeton campus to obtain appropriate forms. Once the Dean of Students or his/her designee approves the readmission application, the application is forwarded to the dean of the college to which the student seeks reentry. Students dismissed for academic reasons must submit with their readmission application a personal letter to the Academic Standing Committee which will make decisions concerning their readmission. They should also provide evidence, usually in the form of a transcript from another institution, of formal study and/or accomplishment. If possible, such work should have been done in specific areas of deficiency in the student's academic record.

Academically dismissed students must meet all academic requirements in place at the time of their readmission. Readmission will be dependent upon various criteria including GPA, current academic progress, and the student's general standing. Students in the Westminster College of the Arts may be required to reapply or read audition.

If readmission is granted, the student is placed on conditional academic standing until the cumulative GPA reaches a satisfactory level of at least 3.0. A readmitted student is responsible for curriculum requirements in effect at the time of readmission.

Students should refer to The Student Code of Social Conduct at <https://www.rider.edu/sites/default/files/docs/>

[student_code_of_social_conduct.pdf](#) for information regarding readmission following a voluntary or judicial dismissal.

Academic Records

Academic records are maintained by the Registrar and the dean's office of each college or school for a minimum of 10 years from the date of last attendance. Records may be kept longer at the sole discretion of the University. All other official records of Rider University pertaining to students are kept in files maintained by the Dean of Students Office.

Access to student academic and other 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 Educational Rights and Privacy Act (FERPA) 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 by the end of the second week of classes each semester that the information not be released: name, email, home and local address, and home and local telephone number, participation on athletic teams and organizations, dates of attendance and honors and awards received.

No other information concerning a student will be released without that student's written permission.

Students having a complaint or question regarding FERPA may write to: Family Education Rights and Privacy Act Office, US Department of Education, Room 4512, Switzer Building, Washington, DC 20202.

Students may request to view their academic record by making an appointment with the appropriate dean's office.

Academic Load/Overload

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.

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.

Graduate Liberal Arts and Sciences

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

Westminster Choir College

In the Westminster College of the Arts, a full-time graduate program consists of between nine (9) and fifteen (15) semester hours. Enrollment for more than 15 semester hours constitutes an academic overload, and requires the permission of the WCA Associate Dean.

Westminster College of the Arts graduate students may exceed the normal maximum academic load after completing one (1) full-time semester at Rider University (minimum of 9 credit hours) **and** attaining a cumulative grade point average of 3.00 or higher. Students on Conditional Academic Standing are not eligible for an academic overload.

Students who exceed the normal load are required to pay an overload per credit fee for each credit over 15, except in the case of non-billable hours.

Students may enroll for a maximum of 12-14 combined credits during Summer I and II, with no more than 7 credits in any one session. These maximums may be exceeded only with the permission of the student's academic dean.

Students should understand that for every hour spent in class, they are expected to spend two to three hours studying outside of class time, and should therefore plan their academic load accordingly. Study time may vary based on the student's background knowledge and class difficulty.

Accompanying Costs for Voice Students

Any student studying individual voice at Rider University should expect, in most cases, to hire an accompanist. Students may choose to hire a college-approved accompanist. The per-semester fee is not refundable in any part if a student discontinues voice study or decides to seek out another accompanist. For additional information, see Tuition and Fees on Rider's website (<http://www.rider.edu/offices-services/financial-aid-scholarships/tuition-fees/undergraduate-tuition-fees>).

Applied Music - Westminster College of the Arts

Individual applied music lessons for academic credit are available to all Rider University students with prior experience, regardless of major. Lessons are available in brass, composition, conducting, guitar/bass, harpsichord, organ, percussion, piano, strings, woodwinds, and voice. For all students whose major or minor program does not require applied music lessons, and for those students who have completed the applied music requirements for their degree program, fees for this elective (non-required) study will apply. Elective lessons are provided on a space-available basis. All part-time students are charged an applied music fee.

Students may earn 1 or 2 credits per semester, with the exception of graduate applied composition courses, which carry 3 credits per semester. Each fall, spring, or summer applied course consists of twelve private lessons, or the equivalent instructional time, and may require participation in studio classes, performance classes, and/or an end-of-semester jury or performance review. Applied lessons completed during the January term follow specific departmental requirements regarding instructional time.

All applied music students must observe departmental applied requirements listed in the catalog and in departmental handbooks.

Applied lesson fees are described on the Tuition and Fees section of Rider's website.

All applied music students must observe departmental applied requirements listed elsewhere in this catalog and in departmental handbooks. Students for whom applied music lessons are not required may register for lessons on a space-available basis. Interested students should consult the Associate Dean.

Applied lesson fees are described on the Undergraduate Tuition and Fees (<http://www.rider.edu/offices-services/financial-aid-scholarships/tuition-fees/undergraduate-tuition-fees>) section of Rider's website.

Effective as of the fall 2009 semester for all new or readmitted Rider University students on both campuses. For all students whose major or minor program does not require applied music study, or for those students who have completed applied music requirements, elective fees will apply. All part-time students are charged an applied music fee.

Registration for applied music study follows this table of suffixes. Students will register for the appropriate course number and suffix, as indicated in the curriculum pages found elsewhere in this catalog.

Full-time Students

A – One-hour, 2-credit required lesson. Included in tuition – no extra charge.

- Lawrenceville example: Musical Theatre major
- Princeton example: All undergraduate majors

B – Half-hour, 1-credit required lesson. Included in tuition – no extra charge.

- Lawrenceville example: Popular Music Culture, up to 3 semesters
- Princeton example: Theory/Composition major (half-hour voice or keyboard lesson)

C – One-hour, 2-credit elective lesson. Not included in tuition – fee charged per semester.

- Both campuses: Student who has completed all required lessons in their major. Student whose major does not require lessons.

D – Half-hour, 1-credit elective lesson. Not included in tuition – fee charged per semester.

- Both campuses: Student who has completed all required lessons in their major. Student whose major does not require lessons.

G – One-hour, 2-credit required/elective lesson. Half-hour is required and is included in tuition. The second half-hour is elective and is not included in tuition – fee charged per semester.

- Lawrenceville example: Popular Music Culture, up to 3 semesters
- Princeton example: Theory/Composition major (full-hour voice or keyboard lesson)

Part-time Students

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

- Suffix E – One-hour, 2-credit required or elective lesson – fee charged per semester.

- Suffix F – Half-hour, 1-credit required or elective lesson – fee charged per semester.

Change of Applied Teacher

Students wishing to change their applied teacher must apply to the chair of the appropriate department. Any change requested after the beginning of a semester will require the permission of both applied teachers and the department chair. If either applied teacher is the department chair, permission of the Associate Dean also is required.

Change of Major or Applied Primary Area

Students wishing to change their major or the applied primary instrument must complete the appropriate form. Permission of the old and new major departments is required.

Class Attendance/Absence

It is the prerogative as well as the responsibility of each faculty member to establish a clear policy for each course of instruction in regard to the nature and extent of student participation that will be expected and required.

The effect of absences upon the student's standing in a particular class will be left to the determination of the instructor in the course. However, it is expected that faculty members will be fair and reasonable concerning validated absences due to field trips, practicum, religious observance, participation in varsity athletics, placement interviews for graduating seniors, Westminster College of the Arts rehearsals or performances, and illnesses sufficiently serious to be certified by either the University Health Center or the student's physician. The faculty member should consult with the Dean of Students in instances where doubts arise regarding the course to follow in evaluating student absences.

It is the student's responsibility to inform instructors of the nature and extent of an actual or anticipated absence. If that is impossible, or if the absence is or will be more than three (3) consecutive class session (seven (7) calendar days), the student should contact the Office of the Dean of Students at 609-896-5101. Then the dean's office will notify the appropriate faculty member.

Class Cancellation – Both Campuses

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

If such circumstances should arise, notification will be made by phone call, text and/or email via RiderAlert, Rider's mass electronic messaging system. Students can update their information via the link: RiderAlert (<http://www.rider.edu/rideralert>).

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

Class Cancellation Policy and Excused Absences for Princeton Campus Students Only

During run-outs involving Westminster ensembles, private lessons for those students not involved in the run-out continue to meet. When

a college-sponsored performance necessitates that 30% or more of the students in a class be absent, the class may be cancelled at the discretion of the faculty member.

The dean will excuse individuals or groups of students who are participating in college-sponsored events. Only students registered for the class or ensemble participating in an activity will be excused from class. Students excused from class(es) under these circumstances remain responsible for all class work.

Commencement Requirements – Westminster Choir College only

Academic year requirements at Westminster Choir College extend through the annual spring Commencement. All students enrolled in required ensembles (Chapel Choir, Schola Cantorum, Symphonic Choir) are required to participate in Commencement unless excused under extraordinary and unavoidable circumstances, such as serious illness. In particular, credit for spring semester choir participation is lost if a student does not attend and is not excused from Commencement. All other students are encouraged to participate in Commencement.

Students singing in one of the choirs for the Commencement ceremony will be provided with a red choir robe for the ceremony. Students participating in the ceremony as part of the graduating class can order academic regalia free of charge from Westminster Music and Books, the campus book store..

Course Credits

Rider University has a 13-week semester, followed by seven days of examinations. Rider uses the true number of minutes per hour-long session; i.e., a one-hour meeting is actually 60 minutes. Three-credit classes meet for 60, 90, or 180 minutes, corresponding to, respectively and typically, 3, 2, or 1 meetings per week.

In the Westminster College of the Arts all performance courses receive credit:

- All ensembles receive 1 credit
- Other performance-based courses receive 1-3 credits
- A full-semester Student Teaching experience receives 12 credits.
- Westminster Choir College students enrolled in LL 037, MTH 100S, PI 045, or TH 045 receive credit toward their semester course load, but such credits do not count toward graduation.
- Applied music instruction receives 1-3 credits.

Course Level Numbering

Courses numbered below 100 are taught at pre-college level and carry no credit. Courses numbered at the 100- to 400-level carry only undergraduate credit. The course number indicates the anticipated audience for a course; 100 level courses are designed for freshmen, 200 level for sophomores, etc.

On the Princeton campus:

1. Courses at the 500-level are open to undergraduate and graduate students. Undergraduate students who have earned at least 60 credits and a minimum cumulative GPA of 3.0 may enroll in a 600-level course upon permission of the instructor and the Associate Dean. Undergraduate students who have earned at least 90 credits and a minimum cumulative GPA of 3.8 may enroll in a 700-level

course upon permission of the instructor, the Director of Graduate Studies and the Associate Dean.

2. Students with undergraduate status in the five-year B.M./M.A.T. program may take graduate courses required in that curriculum at the 500- or 600-level. Students in the B.M./M.A.T. program may take required 700-level courses in the senior year or upon successfully completing 124 credits and the student teaching semester. Students in the B.M./M.A.T. program who have not attained graduate status may enroll in non-required 700-level courses according to the restrictions stated in the previous paragraph.
3. Special students who have completed a baccalaureate degree may apply for permission to take 600- or 700-level courses. Undergraduate students in the Baccalaureate Honors Program (BHP) should see the Assistant Registrar regarding enrollment in graduate courses.

Courses - Adding, Dropping, Repeating and Withdrawing

Timetables and deadlines given below pertain to fall and spring semesters. Students should consult the Registrar's web page for summer session deadlines.

Adding Courses

Graduate students may add a course through the first week of the semester provided the course is still open for registration.

Dropping Courses

Students may drop courses through the second week of the regular semester at their own discretion. In such cases, the courses are deleted from the student's record. After the second week of the semester, a withdrawal from the course is necessary and a 'W' is recorded on the transcript.

Repeating Courses

Students may request permission from the academic dean to repeat a course to earn a better grade provided that the course is one that cannot be repeated for additional credit (e.g., applied music lessons, acting courses, coaching, ensembles and productions, stagecraft, studio dance, and other related classes). The grade first earned will remain on the transcript but only the latest grade will be used in computing grade point average and determining whether or not degree requirements have been met.

Students who fail a required course must repeat the course until a passing grade is received. Students do not have to repeat a failed elective, but must pass another acceptable elective of comparable credit in order to meet graduation requirements.

Students receiving financial aid should consult with Student Financial Services before repeating a course already passed to determine the possible impact upon the student's continuing eligibility for financial aid.

Withdrawing from Courses

Students may withdraw from courses and receive a grade of 'W' during the third through seventh weeks of the semester. In the semester's eighth through eleventh weeks, students may withdraw from courses with the written consent of the course instructor and receive a grade of 'W.' Differing subject matters, instructional methodologies and course objectives make it likely that instructors will have differing criteria for

giving consent to withdrawal in this period. A Lawrenceville 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. Reasons must be validated by the Dean of Students and approved by the academic dean of the college in which the student is enrolled.

Students who do not withdraw officially from courses they fail to complete, will receive a grade of "F" for those courses.

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

Degree Completion

On both campuses, students who have not satisfied requirements by the end of the specified time may be required to repeat courses and/or meet further requirements. Students for whom more than one year has elapsed since the date of last enrollment may be required to re-apply and/or re-audition for the program, and must meet all requirements in place at the time of their readmission.

On the Lawrenceville campus, students must complete all requirements for the master's degree within six (6) years of the date of first registration for graduate course work.

On the Princeton campus, students must complete all requirements for the master's degree within seven (7) years of the date of first registration for graduate course work. For Westminster Choir College students, credits earned at another institution or through Westminster Continuing Education outside the seven-year period that commenced with initial enrollment in a degree program must be approved for transfer into that program by the department offering the degree.

Diploma Conferral

Diplomas are conferred three times each year: May, August, and December. Students must submit a degree application form, available online via MyRider or in their academic dean's office, in order to be eligible to receive a diploma on any date. Students must apply for graduation by the deadlines established each year by the Registrar's Office. See the Registrar's Office website (<http://www.rider.edu/academics/academic-support-resources/registrar/commencement-candidates>) for more information.

Diplomas are conferred only upon those who have met 100% of all degree requirements. Students in the combined B.M./M.A.T. program receive both diplomas upon the completion of all requirements.

Disabilities

Rider University supports the protections available to students with disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended, and the New Jersey Law Against Discrimination.

Services for Students with Disabilities (SSD) facilitates equal access to the programs and activities at Rider University for students with disabilities, as defined by the Americans with Disabilities Act (ADA).

Students must initiate contact with SSD in order to receive services and to arrange reasonable accommodations, such as course adjustments, course substitutions and auxiliary aids. Any Rider student who supplies SSD with appropriate documentation of a disability is eligible on a case-by-case basis for reasonable accommodations. Students with disabilities should contact SSD (Joseph P. Vona Academic Annex, Room 8, 609-895-5492) to discuss available services and reasonable accommodations, including academic adjustments.

Only students with documented disabilities that prevent equal access to an academic course or program are entitled to reasonable accommodations, which may include course adjustments, course substitutions and auxiliary aids. A reasonable accommodation is an accommodation that provides the student with equal access to the academic course or program, including all course or program materials, but does not impose an undue burden on the University or constitute a fundamental alteration to the course or program in question. Knowledge of the essential course and program standards resides primarily with the individual faculty member and/or the academic department.

SSD evaluates the disability documentation provided by the student, collects additional information from the student, and gathers information from relevant educational support personnel (e.g., high school guidance counselors), medical and psychological professionals, and other pertinent sources outside of Rider University. When the student's disability has been sufficiently documented and potential reasonable accommodations have been identified, the student is provided a Notice of Academic Adjustments specific to each course and encouraged to present that Notice of Academic Adjustments to the relevant faculty member and to discuss, in a private setting, how the reasonable accommodations will be implemented.

If any such faculty member has concerns that the accommodations constitute a fundamental alteration to the course or program in question, that faculty member shall promptly contact SSD to initiate discussion and resolution of those concerns.

If the faculty member does not demonstrate to SSD that the accommodation constitutes a fundamental alteration of the course or program in question, the accommodation shall be put in place. If the faculty member demonstrates to SSD that the accommodation constitutes a fundamental alteration of the course or program in question, alternate accommodations, to the extent available, shall be made. If SSD and the faculty member are unable to mutually agree on this issue, they shall appeal it to the Provost or his/her designee, who shall hear both positions, review any necessary documents, and render a final decision.

If such an appeal is taken to the Provost or his/her designee, and the semester has already begun, the Provost or his/her designee shall determine at the outset of the appeal process whether or not the student will suffer an immediate negative impact, if the proposed accommodation is not yet in place. If the determination is that the student will suffer such an immediate negative impact, then the proposed accommodation will be put into place pending resolution of the appeal. If no such immediate negative impact is apparent, the proposed accommodation will be withheld, pending resolution of the appeal. In either case, the Provost or his/her designee will make every reasonable effort to render his/her decision within four working days of the initiation of the appeal.

This policy is designed to ensure the University's compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended and the New Jersey Law Against Discrimination, and to enable every Rider student with a disability to enjoy an equal opportunity to achieve his/her full potential while attending this University.

Employment Opportunities – Westminster Choir College

The University provides work opportunities both on and off campus.

Students who demonstrate financial need as determined by the FAFSA are offered Federal Work Study in their award. Students who have no need are paid through a student employment budget. It is the responsibility of students to find their own jobs. All students are encouraged to apply for available employment opportunities. Bi-weekly paychecks are provided directly to students rather than to student accounts.

Weekend church positions: Many Westminster students are employed in area churches on a part-time basis as organists, directors, and singers.

Princeton employment: The Princeton area provides many opportunities for part-time employment in local businesses.

Ensembles/Productions – Attire and Registration

Attire

Students must purchase official ensemble attire for choirs in which they are enrolled. Freshman/transfer students at the Princeton campus must be fitted during orientation and purchase a red robe which will be charged to their student account by the Bursar's Office.

Registration

Students participating in music ensembles or artistic productions must be registered for the course that accompanies that activity. It is the responsibility of the student to ensure proper registration in the appropriate course. Excused absences are granted only to registered students.

Each semester, the official personnel roster for each ensemble will be finalized for that semester at the end of the schedule adjustment period, typically two weeks after the first day of classes.

Full-Time Graduate Tuition Inclusion – Princeton Students

Full-time tuition charges are incurred by students who enroll for credit loads, including credit equivalents for non-credit and audited courses, which fall within the ranges indicated below. Further charges are incurred when full-time students exceed maximum load levels, excluding VC593 or participation in auditioned choirs.

Please see Rider's Financial Aid website (<http://www.rider.edu/offices-services/finaid/tuition-fees/undergraduate-tuition-fees>) for elective and part-time charges for elective music and dance study.

Full graduate tuition includes:

1. A minimum of 9 and maximum of 15 credits per semester, or the equivalent including undergraduate and non-credit courses.
2. For required graduate primary applied music study, one hour per week of private instruction, except for Choral Conducting majors, who receive one half-hour per week of private instruction.
3. Once all required primary, secondary or private composition applied requirements have been completed, all additional applied lessons will be billed at the elective rate given below.
4. Students in double major programs with two different primary instruments will be billed for the second applied lesson at the elective rate.
5. Any non-required private lesson will be billed at the elective rate given below. Graduate students in majors without applied requirements will be billed for applied lessons at the elective rate.
6. Please see the table of applied lesson suffixes under “Applied Music” in the Academic Policies section of this catalog. Registration for the incorrect suffix may result in an incorrect bill.

Grades – Grade Reports, Grade Point Average, Incomplete Grades, Grade Appeals

Grade Reports

Members of the faculty are officers of instruction at Rider University.

Among their responsibilities as such is the evaluation of students' academic accomplishments in courses of instruction. These evaluations ultimately are expressed in grades that are recorded in the students' academic record. Members of the faculty, judging the competencies and performances of students, assign grades based on their professional experience and training. Grades assigned by the faculty follow practices and procedures within the standards established by Rider and within the standards established by individual course requirements.

Letter grades are used at Rider University for recording faculty evaluations of final student achievement in individual courses and are entered on the permanent academic record of a student's academic performance.

The academic grades used by faculty for recording evaluations of student achievement are as follows. For determining grade point averages (GPAs), grades have weighted values called variously honor points, quality points, or grade points as follows:

A (Excellent)	4.0
A-	3.7
B+	3.3
B (Good)	3.0
B-	2.7
C+	2.3
C (Fair)	2.0
C-	1.7
D (Poor, minimum passing grade)	1.0
F	0.0

(Failing academic work; fail to abide by standards of academic honesty and integrity; unauthorized withdrawal, and fail to complete work in prescribed time.)

Each instructor of a course will inform the student of the course objectives, procedures, and applicable grading standards. Upon a student's written request, members of the faculty will provide a review of the student's course standing at least once each term by the mid-point of that term. Each student may also review material submitted to the instructor for evaluation such as papers, examinations, and the like. In these ways, students will be able to assess their own progress in a course before final grades are assigned.

NOTE: Faculty members are not required to maintain student course materials more than four months after the end of an academic term.

A student grade report may also show the following transcript notations, which carry no grade point value:

I	Incomplete
L	Late grade
N	Registered: Did not attend
AU	Audit
P	Pass
S	Satisfactory progress
U	Failure in pass/fail course
W	Withdrawal
Y	Satisfactory completion of supplemental education course
Z	Insufficient progress in supplemental education course

“N” and “W” notations are included in the total semester hours attempted, as far as tuition payment is concerned.

Grade Point Average (GPA)

Grade point averages (GPA) are used to establish academic standing. In order to compute the grade point average, students must first determine the number of quality points earned for each course. The total number of quality points for a course is derived by multiplying the number of credits for the course by the number of quality points for each letter grade.

The grade point average (GPA) is determined by dividing the number of quality points by the number of GPA hours.

Incomplete Grades

Students who, as a result of extenuating circumstances, are unable to complete the required work of a course within the term, may request an extension of time from a faculty member. Such extensions of time can be granted only in cases in which illness or another 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 impossible.

The faculty member shall determine whether 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 day of the term, as specified in the academic calendar, by which

work must be completed by the student. If the faculty member does agree to the request, the notation "I" (Incomplete) shall be 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 shall submit a Change of Grade form to the Registrar.

Students who, as a result of extenuating circumstances, are unable to submit the completed 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 of the incomplete, 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 day 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 and assign the course grade. 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," "Z," or "U" by the Registrar.

Students who receive an incomplete in a course that is part of a course sequence must obtain permission from the department chairperson to remain enrolled in the next course in the sequence or they will be removed from that next course.

Grade Appeals

Basis for Grade Appeal

A final course grade may be changed only at the initiative of the faculty member who originally assigned the grade or as the result of a decision made in the hearing of a grade appeal by the Faculty Grade Review Panel. It is assumed that the final course grade is assigned in good faith and based on the professional expertise of the faculty member.

A student may appeal a final course grade only on the grounds that it represents an arbitrary, capricious, and/or unreasonable evaluation of his or her performance.

A grade appeal may not be based on a disagreement with the faculty member's professional academic evaluation of the student's work. The burden of proof rests with the student. A grade appeal shall be supported only when a student convincingly demonstrates that an arbitrary, capricious, and/or unreasonable evaluation occurred. Changes and appeals for grades on written comprehensive graduate examinations are subject to the same requirements and procedures as course grades.

The Faculty Grade Review Panel may return appeals to department chairs when such individuals have not discharged their responsibilities during the appeals process; may decline to hear an appeal when there is insufficient documentation of arbitrary, capricious and/or unreasonable grading; and shall decline an appeal if it is based on failure to accommodate a disability covered by the University Disability Policy.

Faculty Grade Review Panel

The Faculty Grade Review Panel has final authority concerning all grade appeal questions. **The panel consists of the following nine members:**

1. Six tenured faculty members including one tenured faculty member elected by the bargaining unit members of each of the five college/school academic policy committees and one selected by the bargaining unit members of the University Academic Policy Committee, who shall serve as chairperson of the panel;
2. A seventh faculty member selected jointly by the Provost and Vice President for Academic Affairs and the academic deans;
3. Two full-time students selected by the Student Government Association who, at the time of their service, must be seniors who have attained a grade point average of at least 3.25.

Each of the above appointing groups shall also designate an alternate for each member they appoint to the panel. Faculty members of the panel shall serve two-year terms and may be reappointed.

A quorum of the Faculty Grade Review Panel shall consist of any five members. The failure or inability of any appointing body to fulfill its responsibility to appoint any member or members to the panel shall not prevent the panel from organizing itself and exercising its duties.

The chairperson of the panel will serve as the hearing coordinator and has the following duties and responsibilities:

1. Inform the members of the panel that a grade appeal has been received and set a date for the hearing,
2. Distribute documentary materials pertaining to the appeal to members of the panel,
3. Maintain a permanent record of the panel's proceedings,
4. Prepare and distribute any decision made by the panel to the appropriate parties.

Prior to Initiating a Grade Appeal

A student who believes that his or her final course grade represents an arbitrary, capricious, and/or unreasonable evaluation of his or her work is strongly encouraged to talk with the faculty member in an effort to resolve the issue before filing a formal grade appeal. However, it must be emphasized that this informal discussion does not constitute the initiation of a grade appeal and does not extend the time limits specified in the next paragraph.

Initiating a Grade Appeal

To initiate a grade appeal, the student must forward a letter to the faculty member which clearly and precisely describes the student's reasons for believing that the final course grade constitutes an arbitrary, capricious, and/or unreasonable evaluation of his or her performance. A copy of this letter shall also be sent to the faculty member's department chairperson. (If the faculty member taught the relevant course in another department, the letter shall be sent to the chair of that other department. If the relevant course is in a program and is not cross-listed, the letter shall be sent to the chair of the program director's home department.)

For appeal of fall semester grades, the letter must be postmarked or hand-delivered within seven (7) days of the start of the upcoming spring semester. For appeal of spring semester grades, it must be postmarked or hand-delivered within thirty (30) days of the last regularly scheduled spring semester examination. For appeal of summer grades, it must be postmarked or hand-delivered within seven (7) days of the start of the

upcoming fall semester. For appeal of grades on written comprehensive graduate examinations, it must be postmarked or hand-delivered within thirty (30) days of the date that grades were issued for the examination.

If a change of grade occurs after the aforementioned deadlines, the grade appeal must be filed within thirty (30) days of the submission of the changed grade to the registrar.

If the faculty member who assigned the grade in question is no longer at Rider or is away from Rider on an extended basis and not available for consultation, the initial review shall be conducted by the appropriate department chairperson, and the schedule may be extended at the appropriate dean's discretion.

If the faculty member who assigned the grade in question is the department chairperson, the chairperson's dean or that dean's designee shall replace the chairperson in all the procedures that follow.

Failure to submit a written statement of the appeal within the time guidelines established above shall constitute grounds for denying a student access to the grade appeal process. Failure to provide a clear and precise statement shall constitute grounds for denying the appeal at any step in the process. Once a grade appeal is initiated, the basis of all subsequent proceedings must be limited to the allegations appearing in the initial written statement. This limitation does not exclude the introduction of new evidence directly related to the initial allegations.

The chairperson of the Faculty Grade Review Panel, upon written request of any party, may extend any deadline contained in this policy if he or she believes that circumstances beyond the control of a party to the appeal have prevented compliance with stated deadlines. The decision of the panel chairperson to extend or not to extend a deadline shall not be subject to appeal.

The Grade Appeal Process

Step One

In the letter of appeal, the student may request a formal meeting with the faculty member. If the faculty member agrees to such a meeting, the meeting shall be held no later than fourteen (14) days after the beginning of the fall or spring semester following the semester or session in which the grade was given. However, the parties are encouraged to schedule such a meeting at an earlier date if mutually convenient.

The faculty member shall render a decision on the appeal within seven (7) days of such a meeting and shall notify the student and the department chairperson in writing of the decision. If the faculty member agrees to change the final course grade of the student, he or she shall submit a Change of Grade form to the Registrar.

If the faculty member believes that a meeting with the student would not be productive, he or she shall make a decision on the appeal based on the student's letter and shall communicate the decision in writing to the student and the department chairperson within fourteen (14) days of the beginning of the fall or spring semester following the semester or session in which the grade was given.

If the student accepts the decision of the faculty member at Step One, no further action is required. If the student does not accept the faculty member's decision at Step One, he or she may appeal the decision to Step Two in writing to the department chairperson with a copy to the faculty member's dean. This letter must be postmarked or hand-delivered within seven (7) days of the postmark date of the faculty member's Step One decision.

If the student does not receive a written response from the faculty member or department chairperson within fourteen (14) days of the beginning of the fall or spring semester following the semester or session in which the grade was given, the student may, within twenty-one (21) days of the beginning of that semester, proceed to Step Two as indicated below. All such written responses shall be mailed to the student's campus address, if the student resides on campus, or otherwise to the student's home address on record.

Step Two

Within fourteen (14) days of the receipt of a student's letter of appeal to Step Two, the department chairperson shall schedule a meeting with the student and the faculty member. At such meeting, the student and the faculty member will have the opportunity to explain their positions with respect to the grade in question, but they shall be limited to the allegations raised in the student's initial written statement.

The department chairperson shall render an opinion on the matter within seven (7) days of the Step Two meeting and shall provide explanatory language for this opinion in writing to the student, the faculty member and the faculty member's dean.

If the department chairperson's opinion supports the position of the faculty member, the student shall have seven (7) days from the postmark date of the letter from the department chairperson to continue his or her appeal to the Faculty Grade Review Panel as described in Step Three.

If the department chairperson's opinion supports the student's position in the appeal, the faculty member shall have seven (7) days from the postmark date of the department chairperson's letter opinion either to accept that opinion and submit a Change of Grade form to the registrar, or to reject the opinion and notify the student, department chairperson, and faculty member's dean that the faculty member is making an appeal pursuant to the Step Three process.

If the student does not receive notification of a change of grade within twenty-one (21) days of the date of the department chairperson's written decision, the student may carry the appeal to Step Three.

Step Three

To carry the appeal to Step Three, the student must submit a letter expressing that intent to the chairperson of the Faculty Grade Review Panel with copies to the faculty member, the department chairperson, the dean, and the Provost and Vice President for Academic Affairs.

Within seven (7) days (excluding vacation and examination periods) of the receipt of this letter, or the letter from the faculty member who has appealed, whichever the case may be, the chairperson of the Faculty Grade Review Panel shall schedule a meeting of the panel to consider the appeal.

The student and the faculty member shall have the right to appear before the panel to present information pertaining to the allegations made in the student's initial written statement.

The Faculty Grade Review Panel may, if it deems it desirable, request attendance by the chairperson, the dean, and/or any other representatives of the University. Attorneys or advisors to the participants may attend but not participate in the meeting of the panel.

The unwillingness of the faculty member or student to appear before the panel shall not prevent the panel from proceeding with its deliberations. In those deliberations, the panel shall have access to written documents

pertaining to the appeal, pertinent records of student performance, and such verbal presentations as may be made during panel deliberations.

On the basis of careful consideration of the available information, the Faculty Grade Review Panel will determine if an arbitrary, capricious, and/or unreasonable evaluation of the student's performance has occurred. This determination will be made in writing and provided to all affected parties.

If the panel determines that no such action occurred, the case will be closed with no further right of appeal. If the panel determines that an arbitrary, capricious, and/or unreasonable evaluation has occurred, it will direct the faculty member's department (or will establish an evaluation committee of faculty members in the field of the course offered) to re-evaluate the student's performance based upon the panel's decision, the records and documentary materials.

Within fourteen (14) days of the receipt of the panel's directive, the department or evaluation committee shall recommend to the panel a grade that it deems appropriate, whether higher than, lower than, or the same as the original grade. Normally, the panel will accept the revised evaluation by the department or committee and will subsequently notify the Registrar of any change of grade. Should the panel feel that the department or committee has not conducted its review in an appropriate manner and that, as a result, the suggested substitute grade is not appropriate, it shall have the authority to direct the Registrar to enter the grade that the panel judges appropriate.

Decisions of the panel are not subject to further appeal. The panel may also return appeals to department chairs when such individuals have not discharged their responsibilities during the appeals process, or when there is insufficient documentation of arbitrary, capricious and/or unreasonable grading. The panel shall decline an appeal if it is based on failure to accommodate a disability covered by the University Disability Policy.

Expediting a Grade Appeal

When a student's graduation is affected by the outcome of a grade appeal in a semester, term, or session immediately preceding such graduation, faculty members shall make reasonable efforts to expedite the process.

Grade Changes Made at Initiative of Faculty Member

The individual faculty member may determine that it is appropriate to change a recorded academic grade. Such changes must be made within four (4) months of the date that the original grade was assigned. Any change of grade initiated by a faculty member more than four (4) months after the date the original grade was assigned must be approved by the faculty member's dean. Faculty members, using forms supplied by the Office of the Registrar, will prepare a written change of grade stating the reasons for the grade change with a copy to the student, the department chairperson and the faculty member's dean. Upon receipt of this form by the Office of the Registrar, the grade will be changed on the official records of the University.

Graduate Assistantships

A limited number of assistantship positions and graduate scholarships are available to full-time graduate students.

On the Lawrenceville campus, further information can be found on Rider's website (<http://www.rider.edu/offices-services/finaid/scholarships-grants/graduate-scholarships>).

On the Princeton campus, inquiries should be directed to the Office of Admissions (<http://www.rider.edu/wcc/admissions>). Princeton students must maintain a minimum GPA of 3.0 at all times to retain an assistantship.

Graduate Oral Examinations - Westminster Choir College

Oral Examinations (Graduate Students)

General information

1. All students pursuing the M.M., M.M.E., or M.V.P. degree at Westminster Choir College of Rider University must pass a final oral examination.
2. The oral examination normally occurs during the last semester in which a student is enrolled prior to graduation.
3. **All courses required to remediate academic deficiencies must be completed successfully by the end of the semester prior to the oral examination.**
4. The oral examination must be completed by the deadline published in the Academic Calendar (p. 1166) in this catalog.
5. Students who elect to pursue multiple graduate programs must pass a separate final oral examination in each major area.
6. Students who have not passed all portions of the oral exam must be re-examined within one year from the date of the original or previous exam. Students failing to meet this deadline or those who have not passed the oral examination after three attempts are no longer considered degree candidates and become ineligible to graduate.
7. Students must apply to schedule the oral examination by November 1 for a fall examination, by April 1 for a spring examination, or by June 1 for a summer examination.

Examining Committee

1. The examining committee consists of no fewer than three Westminster **music** faculty members, full-time or adjunct, including two from the student's major program area, and one member of the student's choice from outside the major area.
2. Departments may establish their own policies for membership on the major area portion of the examining committee.

Structure and Content of Examination

1. The structure and content of the examination should support the general philosophy of graduate education, as previously endorsed by the Westminster Academic Policy Committee, which states:
Critical thinking is to be encouraged throughout the curriculum. Students should acquire a musicological sensibility and the ability to engage in a logical discourse about varied aspects of the art. In addition to overall musical competency, true expertise is required in a particular area. At the conclusion of their studies, students should have an understanding of what remains to be learned and the tools to continue their education throughout their lives. They should be fully prepared to embark upon—or continue in—their professional lives as performers, composers, teachers, ministers of music,

conductors, doctoral students, and as vigorous advocates for music.

While specific content is left to the discretion of the department, the examination should be designed to demonstrate the student's ability to engage in a logical discourse in the major area and its relationship to various aspects of the art, and should transcend the mere recitation of factual information.

2. Departments will create written guidelines to assist students in preparing for the examinations, which will be distributed to students at the onset of their graduate studies.
3. The Director of Graduate Studies will periodically attend examinations as a fourth, non-voting member to ensure a degree of interdepartmental consistency in content and the standard to which students are held. The DGS will report his/her findings to the Graduate Committee and the WAPC for future review.

General Policies

General Policies and Program Requirements for the MASTER OF MUSIC (M.M.), MASTER OF MUSIC EDUCATION (M.M.E.) and MASTER OF VOICE PEDAGOGY (M.V.P.)

General Policies (p. 1232) and **Requirements** (p. 1232)

Graduation with Distinction (p. 1233)

Graduate Assistantships (p. 1233)

Graduate Oral Exams (p. 1233)

General Policies and Requirements

- An applicant for admission as a graduate student must, by the time of initial enrollment, provide documentation of having earned a baccalaureate degree, normally, but not necessarily, with a major in music.
- International students also should review "Admission as an International Student" in the Admissions section of this catalog for additional information and requirements.
- All entering students in the M.M. degree take placement tests in order to determine the level of their skills in a variety of areas. Please refer to "Placement Exams" in the Admissions section of this catalog. Also, please consult the Graduate Hearings and Placement Testing page on the University website.
- Graduate students must earn minimum grades of "Y" or "B-" in all courses mandated to remove deficiencies in musical preparation, as determined by placement examinations at the time of initial enrollment. If a grade of "Z" or "C+" or lower is earned, the course must be repeated.
- All degree requirements must be completed within seven years of initial enrollment. Students who have not completed a degree within this time may be required to repeat courses and/or to meet further requirements. If more than one year has elapsed since the date of last enrollment, students may be required to re-apply and re-audition for the program, and must meet all requirements in place at the time of their readmission.
- A minimum cumulative or semester grade point average of 3.00 must be maintained at all times. Students who fall below this level may become ineligible to receive graduate awards and are placed on conditional academic standing. Students in this situation place themselves at risk of academic dismissal. Grades earned in courses offered through Continuing Education are recorded but are not factored into the grade point average. A 3.0 cumulative grade point average is required for graduation, and students must be removed from Conditional Academic Standing to be eligible for graduation.
- Only courses carrying graduate credit may be counted toward master's degree requirements.
- Choral Conducting, and Organ Performance majors must demonstrate, by means of examination or of transcript grades, a reading knowledge of either French or German equivalent to two years of study at the college level. Piano Accompanying and Coaching majors must present one year each of college-level study in French and German. Voice Pedagogy and Performance majors must present one year each of college-level study in two of the following languages: French, German, and Italian. Grades of C- or below are not accepted as a demonstration of these skills. Graduate credit is not awarded for foreign language study. A score of 3 on the AP (Advanced Placement) test or a score of at least 65 on CLEP tests is sufficient for language deficiency removal for graduate students providing that these tests were taken within the previous 5 years.
- Undergraduate foreign language study is sequential, each course being prerequisite to the next. A minimum grade of C is required for advancement to the next level. Grades of C- or below will not be accepted. Placement tests are offered for students who have a background in French, German or Italian. Advanced standing may be approved, but credit is not awarded except by transfer of credits earned in foreign language study at the college level. Most graduate students must demonstrate proficiency in foreign languages or show transcript evidence of completion of college level study as indicated below. Native speakers may be exempted from taking a course in their native language by the Dean or by recommendation from the appropriate language instructor. This exemption does not receive credit, but fulfills graduate language requirements in that language.
- All graduate Voice, Choral Conducting, and Piano Accompanying and Coaching majors must take a proficiency examination in English, Italian, French and German Diction, and the International Phonetic Alphabet. For students who do not pass all or part of the proficiency exam, the Voice Department will recommend courses or other options to prepare to re-take the exam. Students who do not pass the proficiency exam must re-take and pass the examination as a graduation requirement.
- Graduate students majoring in Organ Performance, or Choral Conducting must demonstrate a reading proficiency in either French or German in order to pass out of LL640 and LL641 by taking a translation proficiency test for graduate students offered during the week of orientation; or must provide transcript evidence of successful completion (minimum C grades) of two years of college study in one of those languages; or may take either LL 640 German Reading or LL 641 French Reading to satisfy this requirement.
- Graduate students in Voice Pedagogy and Performance must pass a university administered proficiency examination, both written and oral in two foreign languages, chosen from French, German or Italian; or must provide transcript evidence of successful completion of one year of college study in two of those languages; or may take LL 141 French I and LL 142 French II, LL 145 Italian I and LL 146 Italian II and/or LL 151 German I and LL 152 German II, to satisfy these requirements. C grades are the minimum acceptable for all foreign language proficiency purposes. Grades of C- or below will not be accepted.

- Graduate students majoring in Piano Accompanying and Coaching must pass a university administered proficiency examination, both written and oral in French and German languages or must provide transcript evidence of successful completion of one year of college study in those languages; or may take LL 141 French I and LL 142 French II, and LL 151 German I and LL 152 German II, to satisfy these requirements. C grades are the minimum acceptable for all foreign language proficiency purposes. Grades of C- or below will not be accepted.
- Graduate students pursuing the M.M. or M.M.E. degrees must earn credit for at least two terms of choral ensemble experience.
- All graduate students must pass a final oral examination in each major field. The oral examination may be scheduled only after completion of any and all non-credit-bearing courses being taken to remove deficiencies in musical preparation, and upon approval by the student's academic advisor. This stipulation does not apply to foreign language courses being taken to establish proficiency levels. The oral examination must be completed by the deadline published in the calendar section of this catalog. Please see "Oral Examinations" in the Academic Policies section of this catalog. Further information is available on the website at Graduate Programs - Music Education . (<http://www.rider.edu/wcc/academics/graduate-programs/music-education>)
- A maximum of six graduate credits may be earned by transfer from other institutions with departmental approval. Credit by examination is not awarded at the graduate level except in the case of applied music. In the case of course waivers, the credits involved must be replaced with other elective course credits, unless stated otherwise by the department offering the course.
- Apart from workshops taken to satisfy choral ensemble requirements, students pursuing the M.M. or M.V.P. degree may present toward "Electives" a maximum of six Continuing Education credits. Students pursuing the M.M. or M.V.P. degree may present toward "Electives" a maximum of two credits of choral ensemble participation beyond "Core" requirements. Students pursuing the M.M.E. degree may present toward "Electives" a maximum of twelve summer workshop credits. After the completion of primary applied lesson requirements, students may enroll in elective applied lessons and count those credits towards "Free Electives." Elective applied lessons carry a fee. In some degree programs, "Electives" must be chosen from discrete lists of courses unless otherwise approved by the major field department.
- Students must register for applied study during the term when they plan to give a voice, organ, piano, or composition recital, unless this requirement is specifically waived by the applied department.
- Students in the M.M.E and M.V.P. programs must register for 1 hour of thesis credit in the semester or summer term in which thesis work begins, in the semester or summer term in which work is completed, and in any other semester or summer term in which assistance is provided by the thesis advisor. Students in the M.A.T. program must register for ME 750, in the semester or summer term in which capstone work begins, in the semester or summer term in which work is completed, and in any other semester or summer term in which assistance is provided by the capstone advisor.
- Commencement: Academic year requirements extend through the annual spring Commencement. All students enrolled in required ensembles (Chapel Choir, Schola Cantorum, Symphonic Choir) are required to participate in Commencement unless excused under extraordinary and unavoidable circumstances, such as serious illness. All other students are encouraged to participate

in Commencement. In particular, credit for spring semester choir participation is lost if a student does not attend and is not excused from Commencement. Students participating with the members of the graduating classes are required to purchase or rent appropriate academic regalia, available through the college store.

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

Graduation with Distinction

Graduate students are graduated *with distinction* upon earning a cumulative grade point average of 3.85 in all 500-, 600-, and 700-level courses.

Graduate Assistantships

A limited number of assistantship positions and graduate scholarships are available to full-time graduate students. Inquiries about these assistantships should be directed to the Office of Admissions located on the Westminster campus of Rider University. Students must maintain a minimum GPA of 3.0 at all times to retain an assistantship.

Graduate Oral Exams

General information

1. All students pursuing the M.M., M.M.E., or M.V.P. degree at Westminster Choir College of Rider University must pass a final oral examination.
2. The oral examination normally occurs during the last semester in which a student is enrolled prior to graduation.
3. **All courses required to remediate academic deficiencies in Musicianship and Music History must be completed successfully by the end of the semester prior to the oral examination.**
4. The oral examination must be completed by the deadline published in the Academic Calendar (p. 1166) in this catalog.
5. Students who elect to pursue multiple graduate programs must pass a separate final oral examination in each major area.
6. Students who have not passed all portions of the oral exam must be re-examined within one year from the date of the original or previous exam. Students failing to meet this deadline or who have not passed the oral examination after three attempts are no longer considered degree candidates and become ineligible to graduate.
7. Students must apply to schedule the oral examination by November 1 for a fall examination, by April 1 for a spring examination, or by June 1 for a summer examination.

Examining Committee

1. The examining committee consists of no fewer than three Westminster **music** faculty members, full-time or adjunct, including two from the student's major area, and one member of the student's choice from outside the major area.
2. Departments may establish their own policies for membership on the major area portion of the examining committee.

Structure and Content of Examination

1. The structure and content of the examination should support the general philosophy of graduate education, as previously endorsed by the Westminster Academic Policy Committee, which states:

Critical thinking is to be encouraged throughout the curriculum. Students should acquire a musicological sensibility and the ability to engage in a logical discourse about varied aspects of the art. In addition to overall musical competency, true expertise is required in a particular area. At the conclusion of their studies, students should have an understanding of what remains to be learned and the tools to continue their education throughout their lives. They should be fully prepared to embark upon—or continue in—their professional lives as performers, composers, teachers, ministers of music, conductors, doctoral students, and as vigorous advocates for music.

While specific content is left to the discretion of the department, the examination should be designed to demonstrate the student's ability to engage in a logical discourse in the major area and its relationship to various aspects of the art, and should transcend the mere recitation of factual information.

Departments will create written guidelines to assist students in preparing for the examination, which will be distributed to students at the onset of their graduate studies.

2. The Director of Graduate Studies will periodically attend examinations as a fourth, non-voting, member to ensure a degree of interdepartmental consistency in content and the standards to which students are held. The DGS will report his/her findings to the Graduate Committee and the WAPC for future review.

Health and Safety

Westminster Choir College/Westminster College of the Arts of Rider University, as required by the National Association of Schools of Music, is obligated to inform students and faculty of health and safety issues, hazards, and procedures inherent in practice, performance, teaching, and listening both in general and as applicable to their specific specializations. This includes but is not limited to information regarding hearing, vocal and musculoskeletal health, injury prevention, and the use, proper handling, and operation of potentially dangerous materials, equipment, and technology.

It is important to note that health and safety depends largely on personal decisions made by informed individuals. Rider University has health and safety responsibilities, but fulfillment of these responsibilities cannot and will not ensure any individual's health and safety. Too many factors beyond the University's control are involved.

Each individual is personally responsible for avoiding risk and preventing injuries to themselves before, during, and after study or employment at Rider University. The policies, protocols, and operational procedures developed do not alter or cancel any individual's personal responsibility, or in any way shift personal responsibility for the results of any individual's personal decisions or actions in any instance or over time to the University.

All members of the Westminster College of the Arts community are encouraged to visit Health and Safety Recommendations (<http://www.rider.edu/student-life/health-wellness/student-health-services/health-safety-sfpa-wcc-students>) on Rider's website for a series of recommendations and resources designed to help each individual to become aware of and attend to various issues.

International Student Status

Federal regulations require that all F-1 and J-1 undergraduate and graduate international students maintain full-time status. International

students may engage in one online course per mandatory term (fall and spring term) as long as they are enrolled in a full course load. Students may request part-time status under specified, limited circumstances, including during their final semester. Prior approval of the Center for International Education (<https://www.rider.edu/offices-services/center-for-international-education>) is required.

All international students do not need to comply with the above restrictions for summer course work.

Interruption of Studies

In addition to information given here, students should refer to The Student Code of Social Conduct (https://www.rider.edu/sites/default/files/docs/student_code_of_social_conduct.pdf) at https://www.rider.edu/sites/default/files/docs/student_code_of_social_conduct.pdf for information regarding the circumstances and procedures related to withdrawing from the University.

Lawrenceville

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.

Princeton

A student who wishes to discontinue study for any reason should withdraw officially from Rider University. Withdrawal from the university is accomplished by submission of the proper form, signed by the student, to the Associate Dean of Students. If it is not feasible to complete and submit the official form, a letter stating intention to withdraw may suffice.

Failure to observe the proper withdrawal procedure results in the recording of failing grades for all courses if a student leaves during a term. If a student leaves and returns within the same semester, consultation with course instructors may be necessary to ensure that coursework can be completed. Official withdrawal from the college is effective on the date that the Associate Dean of Students signs a withdrawal form or receives a letter stating intention to discontinue enrollment. A withdrawal date must fall within a term if grades of "W" are to be recorded.

The Graduate Committee may require a student who has withdrawn from the college and who seeks readmission to present evidence demonstrating that the conditions leading to the withdrawal are no longer operative. If it is felt that it is not in the best interests of the student or the college, permission to return may be denied. An audition and/or interview may be required for readmission.

Students withdrawing for medical reasons or to fulfill a military obligation may apply to the Associate Dean of Students. Written documentation is required, and the maximum length for such a leave is one year. If a leave of absence has been granted for medical reasons, the student may be required to submit evidence documenting full recovery. If a leave is

granted, the student may return at any time within one year, so long as a letter stating intention to return is submitted to the Associate Dean of Students at least one month in advance of the start of a new term.

Outside Activities – Westminster Choir College only

Westminster Choir College students are expected to give priority to all officially scheduled classes, lessons, rehearsals, on- and off-campus performances (including tours), and other official functions involving music students. Outside activities, such as employment, church or volunteer work, or other professional engagements should not conflict with college requirements or those listed on course syllabi. Students employed outside of the college should inform employers of their commitment to their education and their obligation to college classes and ensembles.

Thesis/Capstone - Westminster Choir College Only

Students in the M.M.E. (p. 1136) and M.V.P. (p. 1161) programs must register for one hour of thesis credit in the semester or summer term in which thesis work begins, in the semester or summer term in which work is completed, and in any other semester or summer term in which assistance is provided by the thesis advisor. A grade of “S” will be recorded on the student’s transcript in any/all semesters while thesis work is ongoing, but incomplete. Students in the M.A.T. (p. 1094) program must complete a capstone as part of the degree requirements.

Upon final approval of the thesis, a letter grade will be assigned by the thesis advisor for the final semester of registration. Final approval and deposit of the thesis must occur a minimum of one month prior to the end of the semester in which graduation is anticipated for Music Education students; a minimum of two weeks prior to the end of the semester in which graduation is anticipated for Voice students.

Transfer Credit While Currently Enrolled at Rider

Currently enrolled students are strongly encouraged to obtain permission to transfer a course before enrolling for a course at another institution, using the form available in the Assistant Registrar’s Office on the Princeton campus, the Registrar’s Office on the Lawrenceville campus or their academic dean’s office. If prior approval is not obtained, there is no guarantee that transfer credit will be granted.

For information about transfer credit policies on the Lawrenceville campus, visit their webpages:

College of Business Administration (p. 869)

School of Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education>)

The following information is for the Princeton Campus only:

Westminster Choir College

Approval of transfer credits is given by the appropriate academic department, following receipt of a written petition and an official transcript. Graduate students may request transfer of a maximum of six (6) credits from other graduate schools. A maximum of six (6) additional

credits earned through the Westminster Continuing Education program may be applied toward graduation requirements in the M.M. and M.V.P. programs. A maximum of twelve (12) additional credits earned through the Westminster Continuing Education program may be applied toward graduation requirements in the M.M.E. program. Official transcripts must be submitted before any transfer or continuing education credits can be accepted.

Code of Academic Integrity

Introduction

All information given here applies to all undergraduate and graduate students of Rider University.

Significance of Accepting Admission to Rider University

By the act of accepting admission to Rider University, students acknowledge and agree to the following:

1. that they will be bound by and comply with all University standards and policies, including but not limited to those standards and policies set forth in this catalog. **Primary and ultimate responsibility for knowing and conforming to these standards and policies and degree requirements resides with the individual student;**
2. that the ultimate authority to regulate and maintain order on the University campuses resides with the President and the Board of Trustees; and,
3. that the University retains ownership and the exclusive right to use any and all promotional, publicity, and entertainment products (including those produced as course requirement), creations, and activities engaged in by the student while at the University, including but not limited to photographs, television, audio and video recordings, motion pictures, artistic performances and presentations, Internet/web-based productions and sales, and athletic events and all proceeds therefrom. He/she has no right to any payment for participation therein.

Students further agree to execute any documents required to confirm or convey to the University all rights outlined in subpart (3) above.

Rider University’s Right to Change Catalog Contents

This Academic Catalog is not a contract nor is it an offer to enter into a contract. While every effort is made to ensure the accuracy of the information provided in this catalog, it must be understood that all policies and procedures (as well as courses, course descriptions, curricular and degree requirements and other academic information) described in this catalog are subject to change or elimination at any time without prior notice.

Primary and ultimate responsibility for knowing and conforming to the standards, policies and degree requirements outlined in the Academic Catalog resides with the individual student. While every effort will be made to inform students of any changes as soon as is practical, students should consult the appropriate academic or administrative department, school, college, or other service provider for currently accurate information on any matters described in this catalog. Changes affecting degree requirements will take into account the applicability of the change to currently matriculated students.

Rider University also reserves the right to vary the policies and procedures in the Academic Catalog on a case-by-case basis, as fair and

reasonable treatment of interested parties requires in the University's best judgment.

Academic Rights and Freedoms

It is the responsibility of Rider University to protect the academic freedoms of the students in accordance with the Joint Statement on Rights and Freedoms of Students. Of critical importance is section two, which deals with the relationship between the professor and the student. "The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards."

Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Protection Against Improper Academic Evaluation

Students should have protection through orderly procedure against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Protection Against Improper Disclosure

Information about student views, beliefs and political associations which professors acquire in the course of their work as instructors, advisors and counselors should be considered confidential.

Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

When students feel that their academic rights and freedoms have been violated, they must have a defined avenue of appeal that is consistent with the principles outlined in the Joint Statement on Rights and Freedoms of Students, the AAUP 1940 Statement on Academic Freedom, and the AAUP 1956 Statement on Professional Ethics.

Code of Academic Integrity

Preamble

Academic honesty constitutes the cornerstone of the academic community. Learning, teaching and scholarship cannot be conducted in an atmosphere of dishonesty. Therefore, Rider University insists on strict adherence to the concept of academic honesty as indispensable to the continued existence and future development of the campus community. Every student has a direct personal interest in maintaining academic honesty since each evaluation of academic progress involves a judgment by the faculty member concerning each individual's intellectual performance. The evaluation process is predicated on the assumption that an individual's achievement reflects his/her own ability, effort and perceptions.

Academic dishonesty includes any unauthorized collaboration, misrepresentation or fabrication in the submission of academic work. In all written work, whether in class or out of class, the student's name on the work is considered to be a statement that the work is his or hers alone, except as otherwise indicated. Students are expected to provide proper citations for the statements and ideas of others whether submitted word for word or paraphrased. Failure to provide proper

citations will be considered plagiarism and offenders will be subject to the charge of plagiarism specified in the statement of regulations.

Similarly, students are expected to adhere to all regulations pertaining to examination conduct including placement tests. These regulations are designed to insure that the work submitted by the student on examinations is an honest representation of that student's effort and that it does not involve unauthorized collaboration, unauthorized use of notes during the exam, or unauthorized access to prior information about the examination.

In oral or written submissions presented as scientific or non-fiction, fabrication or alteration of facts, data, images, or audio or video recordings, or misrepresentation of procedures or of participation in an academic activity, for the purpose of misleading, also constitutes academic dishonesty.

Jurisdiction of the Code of Academic Integrity

Each student is responsible for his or her academic conduct from the time of acceptance for admission through the actual awarding of a degree.

Statement of Regulations

Section 1. Out-of-Class Assignments.

Students are expected to provide proper citations for the ideas and statements of others. When the ideas are paraphrased, the sources of those ideas need only to be properly cited. When the ideas are quoted (copied word for word), the copied words must be set in quotation marks and cited. When students collaborate on papers or out-of-class examinations, the names of all collaborators must be acknowledged on all papers submitted. It is expected that research and writing assigned to an individual student will be done by that student.

1.1 Ghostwriting. Written work submitted by an individual student (or group of students working together as approved in advance by the instructor) is expected to be the work of that student (or approved group). A false claim of authorship is an act of academic dishonesty.

1.2 Word for Word Plagiarism. Copying, word for word, from any source (book, magazine, newspaper, Internet source, unpublished paper or thesis) without proper acknowledgment by quotation and citation within the text of the paper, or the submission of any part of another's work, word for word, without proper quotation and citation is an act of academic dishonesty.

1.3 Patchwork Plagiarism. The submission of work which has been constructed by piecing together phrases and/or sentences quoted verbatim (word for word) or paraphrased from a variety of unacknowledged sources is an act of academic dishonesty.

1.4 Unacknowledged Paraphrases. Submission of another author's facts or ideas in one's own words without acknowledgment by proper citation is an act of academic dishonesty. (If the ideas or information are neither originally the student's nor cannot be found in a variety of sources, the source must be acknowledged by footnotes or by proper citation within the text of the paper. Failure to acknowledge this indebtedness is referred to as "unacknowledged paraphrase.")

Section 2. Examination Conduct

Students are expected to adhere to the following regulations pertaining to their personal and academic conduct before, during, and after examinations. These regulations are designed to insure that the work submitted by a student on examinations is an honest representation of that student's effort and that it does not involve unauthorized collaboration, unauthorized use of notes during an examination, or unauthorized access to prior information about the examination.

2.1 Prior Access to Examinations. No student may have direct or indirect access to an examination or an examination question without the express approval of the faculty member who has prepared the examination. Unauthorized entry into offices, duplicating centers, computers, voice mail, fax, other electronic media, or personal possessions of faculty is prohibited. Prior access to examination information, attempts to gain access to examination material, unauthorized possession of examination material, and the derivation of benefit from or aiding access to examination materials are all acts of academic dishonesty.

2.2 Unauthorized Assistance During Examinations. The receiving or giving of any written, oral or visible help on an examination is an act of academic dishonesty.

2.3 Proxy Representation. Students are expected to sit for examinations required for the courses in which they are enrolled. Proxies/ghosts are strictly prohibited. Serving as a proxy, or being served by proxy, during an examination is an act of academic dishonesty. (Students must carry ID cards at all times, including the times they present themselves for examinations. Students must present their ID cards during an examination if requested to do so by the proctor or instructor.)

2.4 Unauthorized Use of Written or Electronic Material During Examinations. No student may use any book, notebook or other written or electronic materials during an examination unless such examination has been designated as an "open book" type, in which case the examining faculty member must have so informed the class prior to the examination. Materials which are not permitted to be used on the examination, if brought to the examination room, must be deposited at a location specified by the faculty member. Unauthorized possession of any written materials during an examination is an act of academic dishonesty.

Section 3. Fabrication

Students are expected to accurately report facts and data obtained in their research activities; present documentary photographs and audio and video recordings honestly; and, report on their attendance at events and engagement in activities honestly and accurately. Fabrication includes the making up or falsification of facts, data, sources or procedures; misleading doctoring or manipulation of photographs or video; or falsely claiming to have attended an event or visited a site, or engaged in an activity, or misrepresenting the time devoted to such attendance, visitation, or engagement, for the purpose of misleading.

3.1 Fictional devices in nonfiction material. Names, dates, places and other verifiable facts should not be altered in any paper or story that purports to be factual and non-fiction. Facts that must be disguised or withheld to protect the privacy or safety of a source should be acknowledged with an appropriate explanation to the reader/viewer. Composites, which present the characteristics or experiences of more than one person or event blended into one, should not be used without a clear explanation to the reader/viewer.

3.2 Documentary photos and audio or video recordings. While manipulating images and recordings for purposes of satiric or similar effect is

permissible for artistic purposes, such manipulations should not be presented in a way that can be confused with reality. It is not permissible to doctor or manipulate photographs or recordings if the result is counter-factual. Cropping and enhancement of clarity are permissible, provided it does not distort reality so as to deceive the audience.

3.3 Scientific misconduct. Fabrication, manipulation, or "fudging" of the processes or results of experiments or observations, and similar practices which seriously deviate from those commonly accepted by the scientific community, as represented by your faculty, for proposing, conducting or reporting research, are also violations of this policy. Honest errors and honest differences of opinion in interpretations and judgments of data are not included in this definition.

3.4 Procedural dishonesty. This category includes falsely claiming to have attended an event or to have remained at the event longer than one did; claiming to have visited a site; or to have engaged in an activity, whether for purposes of extra-credit in a course, or for inclusion in a graded assignment.

Procedures to be Followed in Cases of Academic Dishonesty

Step One

When a faculty member has reason to believe that an act of academic dishonesty has been committed by a student enrolled either in a current course or in one completed within the previous four months, the faculty member shall notify the student in writing of the alleged violation and require that the student meet with the faculty member at a mutually satisfactory time within five (5) working days after the faculty member's notification. The faculty member shall have the authority to extend the time within which the meeting takes place to ten (10) working days at his or her discretion. If the meeting does not occur within this time, the faculty member may proceed with the imposition of any of the sanctions described below.

At this meeting with the student, the faculty member and the student shall discuss the alleged act of dishonesty. The faculty member and the student shall seek to resolve the matter during this meeting. If the faculty member concludes that an act of academic dishonesty has not occurred, no further action shall be taken and the student shall be permitted to complete the course, if it is still in session, as if the faculty member's allegation had not been made.

If, as a result of information obtained in this meeting and/or shortly thereafter, the faculty member concludes that an act of academic dishonesty has occurred, he/she must notify the student of this determination in writing within seven (7) working days of the meeting and must indicate which one of the following sanctions will be invoked. The existence of a prior finding of academic dishonesty may impact the choice of sanction. The options are listed below in ascending order of seriousness. The faculty member may:

1. Direct the student to resubmit any work necessary to complete the course requirements;
2. Direct the Registrar to change the grade given to the student to the notation "Incomplete" and direct the student to resubmit any work necessary to complete the course requirements;
3. Lower the grade appropriately on the assignment in which the academic dishonesty took place in light of the gravity and implications of the act of dishonesty, recalculate the final course grade, and direct the registrar to change the final course grade accordingly;

4. Direct the Registrar to enter the grade of "F" for the course on the student's permanent academic record (this "F" supersedes all other grades, including the "W" notation);
5. Initiate charges against the student with the Academic Integrity Committee for the purpose of causing the student to be suspended or dismissed from the University

The sanction will be effective immediately upon notification, except for sanction #5.

When the faculty member invokes sanction #5, he/she must submit a letter detailing the act of alleged academic dishonesty to the Academic Integrity Committee and, simultaneously, to the student involved, to the faculty member's department chairperson, to the student's academic dean and, in the case of an undergraduate student, to the Dean of Students.

When the faculty member invokes any of the sanctions #1 through #4 and the student does not challenge the decision within seven (7) working days of receiving notice from the faculty member, the faculty member shall place copies of the decision in the student's academic file in the student's academic dean's office. If the student challenges the sanction (#1-#4) recommended by the faculty member (based solely on disputing the charge of academic dishonesty), he/she shall have the right to pursue a written appeal beyond the faculty member, first to the chairperson of the department where the faculty member (or if an adjunct based solely in a program, where his/her program director) is based and then, if necessary, to the appropriate academic dean. If the faculty member of the course is the department chairperson, the appeal shall go directly to the appropriate academic dean.

Step Two

The written appeal to the department chairperson or academic dean must be made within seven (7) working days of the receipt of the faculty member's decision, with a copy of the appeal to the faculty member. The department chairperson or academic dean will have seven (7) working days to reach his/her decision. The department chairperson or academic dean shall send the decision to the student by registered mail or hand delivery, with a copy to the faculty member. If the department chairperson upholds the faculty member's decision regarding academic dishonesty and the student does not appeal this decision in writing to the appropriate academic dean within seven (7) working days from the receipt of the decision, the department chairperson shall place copies of the decision in the student's academic file in the student's academic dean's office.

Step Three

If either the student or faculty member is dissatisfied with the chairperson's or dean's decision, the student or faculty member will have seven (7) working days from receipt of that decision to submit a written appeal to the dean of the college in which the course is taught, with copies to the faculty member, student, and department chairperson. (If the dean has already ruled on the case, he/she shall appoint another department chair, or an associate or assistant dean to handle this appeal.) The appropriate dean shall schedule a meeting with the student and faculty member to hear the appeal as soon as it can reasonably be set, and, following his/her assessment of the situation, will have seven (7) working days to render a decision. The dean shall convey his/her decision in writing by registered mail or hand delivery to the student, with a copy to the faculty member and the department chairperson. If the dean upholds the faculty member's decision regarding academic dishonesty and the student does not appeal this decision to the Academic Integrity Committee within seven (7) working days from receipt of the decision, the

dean shall place copies of the decision in the student's academic file in the student's academic dean's office. If after appealing to the dean, the student or faculty member is still dissatisfied, a final appeal may be made in writing to the Academic Integrity Committee within seven (7) working days of receipt of the dean's decision.

Step Four

The Academic Integrity Committee shall consist of six (6) members:

Three (3) faculty members appointed by the bargaining unit members of the University Academic Policy Committee; two (2) administrators with faculty rank appointed by the Provost and Vice President for Academic Affairs; and one (1) full-time undergraduate student selected by the Student Government Association who, at the time of his/her service, must be a senior with a grade point average no lower than 3.25.

The bargaining unit members of the University Academic Policy Committee, the Provost and Vice President for Academic Affairs, and the Student Government Association shall each designate one alternate who shall serve in the event an applicable appointee is unable to serve. The bargaining unit faculty members and the administrators shall serve two-year terms, beginning with the date of appointment, and may be reappointed. The student member shall serve a one-year term.

The committee shall select from among its members with faculty rank a chairperson and a vice chairperson, and immediately notify the President, the Provost and Vice President for Academic Affairs and the chairperson of the University Academic Policy Committee, the president of the Student Government Association, and the Dean of Students of the names of the designees. The chairperson or vice-chairperson shall serve as the hearing coordinator. Any three (3) members of the committee with faculty rank (including the hearing coordinator) shall constitute a quorum.

The failure or inability of any appointing body to fulfill its responsibility to appoint any member(s) to the Academic Integrity Committee shall not prevent the committee from organizing and exercising its prescribed duties. Whenever there is no chairperson or vice-chairperson of the committee, the Provost and Vice President for Academic Affairs shall appoint a convener. Ordinarily, the chairperson (or vice-chairperson, in his/her absence) shall preside over the meetings of the committee.

The hearing coordinator shall have the following duties and responsibilities:

1. To assure that all procedures have been followed;
2. To inform the members of the committee that a charge of alleged academic misconduct against a student has been brought by a faculty member or that a student or faculty member has appealed a decision;
3. To see that all members of the committee receive the appropriate materials necessary for the hearing of the charge and appeal;
4. To keep a permanent record of the committee's proceedings; and
5. To see that all decisions made by the committee are prepared and distributed to the relevant parties.

Within ten (10) working days after receipt of a charge brought by a faculty member, or an appeal brought by either party, a date for a hearing shall be set and the faculty member and the student shall be notified of that date. If the hearing has not occurred within those ten (10) days, it shall be scheduled to take place as soon as possible thereafter. The committee chairperson shall have authority to extend any deadlines when it is evident that both parties have made good faith, though unsuccessful, efforts to meet the stated deadlines. Parties at the hearing

shall be limited to members of the Rider University community with information pertinent to the given case. The student may choose to have a University advisor present with him/her. This advisor may be a university administrator, faculty member, or current student.

If the requested sanction is dismissal from the University, the student shall have the right to be accompanied by an attorney. If the committee indicates in advance that dismissal will not be considered by the committee no attorney shall attend. In cases where dismissal will be considered, if the student wishes to be accompanied by an attorney, the hearing coordinator must be so notified at least seven (7) days before the scheduled hearing so that the University may also have counsel present.

The committee shall establish the operating procedures by which it reviews cases. Standard operating steps include:

1. An uninterrupted presentation of his/her position by whichever person brought the matter to the committee (faculty member or student);
2. An uninterrupted presentation of his/her position by the other party (faculty member or student);
3. Committee questioning of either and/or both parties;
4. Committee review of any documents or affidavits proffered by the parties;
5. Committee deliberations in executive session.

The role of any University advisor or attorney present shall be that of observer of the proceedings and advisor to his/her client and shall not include the right to question either party for the record. An audio recording shall be made of all proceedings conducted by the Academic Integrity Committee.

After both the faculty member's and the student's assertions and responses have been heard (including questioning of either party by the committee), the committee will decide whether the faculty member's charge and sanction shall be upheld.

If the faculty member's charge is upheld, the committee will normally uphold the sanction originally imposed, if it is consistent with the faculty member's pre-stated written guidelines (if any) given to the student at the outset of the course about the consequences of an act of academic dishonesty. However, the committee will have recourse to any one of the four (4) other sanctions which the faculty member could have chosen, or may decide to suspend or dismiss the student, depending upon the specific circumstances connected with each case.

When a student's graduation is affected by the outcome of an academic conduct case in a semester, term or session immediately before such graduation, all parties in the case shall make reasonable efforts to expedite the entire process.

As a result of its deliberation, the committee may find the student innocent of academic dishonesty, thereby levying no sanctions against the student. Under this condition, no punitive action shall be taken against the student, either by the committee or by the faculty member.

If the committee finds the student guilty of academic dishonesty, it may direct that one of the following sanctions be taken against the student in ascending order of seriousness:

1. That the student resubmit any work necessary to complete the course requirements;

2. That the registrar change the grade given to the student to the notation "Incomplete" and direct the student to resubmit any work necessary to complete the course requirements;
3. That the grade be lowered appropriately on the assignment in which the academic dishonesty took place in light of the gravity and implications of the act of dishonesty, and recalculate the final course grade and direct the registrar to change the final course grade accordingly;
4. That the registrar enter the grade of "F" for the course on the student's permanent academic record (this "F" supersedes all other grades, including the "W" notation);
5. That in addition to, or in place of, any of the sanctions imposed above, the student be suspended for a definite period of time or be dismissed from the University, whenever the committee deems it in the best interests of the University to do so, with the notation, "Dismissed for Academic Dishonesty" entered on the student's permanent academic record.

The sanction invoked will become effective immediately upon notification.

The committee shall notify, by registered mail or hand delivery, the faculty member and the student of its decision within five (5) working days after the hearing, and copies of the decision shall be forwarded to the student's chairperson and dean for inclusion in the student's academic file. The committee's decision shall be final, with no other right of appeal.

Any letters placed in a student's academic file according to any of the provisions in this policy will be available to individual members of the faculty and the committee when determining sanctions in subsequent incidents of academic dishonesty for that student. These letters will also be made available to the members of Academic Standing Committees for making subsequent decisions regarding conditional academic standing and academic dismissal for that student.

Veterans and Military Service Information

Rider's degree programs are approved under the Veterans Readjustment Benefits Act of 1966, as amended. An application for VA Education and Training benefits is available online at www.vets.gov (<https://www.vets.gov>) or www.benefits.va.gov/gibill/ (<https://www.benefits.va.gov/gibill/>).

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

Students filing for benefits at Rider will be responsible for filing a copy of their separation papers (DD214) and/or their Certificate of Eligibility (COE) with the appropriate school certifying official. Contact the CCS certifying official at 609-896-5033 or the Registrar's Office certifying official at 609-896-5066 if there are any questions.

Enrolled students may contact the Veterans and Military Affairs Office at 609-896-5000 ext.7382 with any questions or concerns.

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