

# Rider University



**Graduate**  
**Academic Catalog • 2004/2005**

**Graduate  
Academic Catalog  
2004-2005**

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Office of Graduate Services	609-896-5036
Graduate Programs in Business Administration	609-896-5127
Graduate Programs in Education and Human Services	609-896-5353

or visit our Web site: [www.rider.edu](http://www.rider.edu)

A large, multi-story brick building with a central tower and a gazebo in the foreground. The building has a prominent central tower with a triangular roof. The foreground features a gazebo, a large bush, and a few people walking on a path. The entire image is overlaid with a semi-transparent red filter.

# General Information

Rider University is the perfect place to continue your education. Rider recognizes the demands of busy professionals and the concerns of returning students. Our graduate programs are tailored to meet your needs.

Located a short drive from the busy Route 1 corridor, Princeton and Trenton, Rider is easy to get to from your home or office. And with late afternoon, evening and weekend classes from which to choose, Rider can create a schedule that is convenient for most working students.

Graduate programs at Rider are designed to build on the education you have already received. Rider professors, many with extensive workplace experience, tie classroom discussions and assignments to the issues of your working life. Classes are small, allowing for more personal attention from professors and better interaction among students.

All graduate students can enjoy the benefits of Rider's top-notch facilities and resources. The Library's Voyager by Endeavor system makes research quick and easy and students can access the Internet from available computers. Moreover Rider's ties with the community are extensive. From corporations to schools, Rider offers its graduate students valuable contacts in the working world.

## Mission Statement

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Rider University enables its students to acquire knowledge, think critically, communicate clearly, and lead effectively so they may enjoy fulfilling lives and successful careers. A challenging and caring institutional environment encourages and supports students as they recognize and develop their unique potentials. Through its curricula, support services and activities, the University meets the distinctive needs of its undergraduate and graduate students.

The Rider University community fulfills this mission by:

- providing educational opportunities through rich and varied curricula that encourage students to learn deeply and broadly in response to their particular needs and interests;
- encouraging caring, compassion, and justice in a stimulating learning community that embraces and values the diversity of its members;
- motivating students of varying backgrounds, interests, and abilities to fulfill the special potential in each of them;
- guiding students in the practical application of knowledge in preparation for the workplace;
- introducing students, through a variety of educational experiences, to institutional resources and services that enable them to make early and effective use of the many learning opportunities available to them;
- offering each student curricular and extra-curricular opportunities to develop leadership and interpersonal skills;
- fostering an awareness and understanding of social issues and global concerns to encourage students to be responsible contributors to their communities;

- promoting inquisitiveness, openness to change, and a commitment to life-long learning;
- holding teaching excellence paramount while balancing the complementary commitments to scholarly activity and service;
- recruiting, retaining, and developing a superior faculty and staff dedicated to the intellectual and personal growth of students; and
- adhering to sound fiscal and managerial policies and practices as an essential precondition to the realization of each of the foregoing.

The mission statement was adopted by the Rider Board of Trustees on December 2, 1993, and amended on April 7, 1994.

## Historical Sketch

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

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

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

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

## Accreditations

Rider University is accredited by the Middle States Association of Colleges and Schools (3624 Market Street, Philadelphia, PA 19104, 215-662-5606) and is also on the approved list of the American Association of University Women and of the American Chemical Society.



The undergraduate and graduate programs in business are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. The public accounting curriculum carries dual AACSB International - The Association to Advance Collegiate Schools of Business accreditation and is registered and approved by the New Jersey State Board of Public Accountants, the New Jersey State Board of Education, and the Department of Public Instruction of the Commonwealth of Pennsylvania.

The professional education graduate programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and meet the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) as required by the state of New Jersey. The M.A. programs in counseling services are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All education curricula are approved by the department of education of the State of New Jersey.

The M.Acc. degree and the M.B.A. degree, the M.A. degree, and the M.M. and M.M.E. degrees at Westminster Choir College, have all been authorized by the Commission on Higher Education.

Westminster Choir College is also accredited by the National Association of Schools of Music (NASM). Its undergraduate program in music education, which leads to certification to teach public school music, K-12 is approved by NASDTEC. Procedures have been initiated that are expected to lead to the extension of NCATE accreditation to the music education program at Westminster.

## Memberships

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

## Professional Outreach and Service Programs

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

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

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

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

## Office of Graduate Admissions

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

A Master of Business Administration and a Master of Accountancy can be pursued through the College of Business Administration. Students pursuing the Master of Business Administration may choose to concentrate their studies in the areas of entrepreneurial business, finance, global business, healthcare administration, management, or marketing. Many students elect to create a more diverse skill set or unique experience by selecting a variety of electives. For College of Business Administration academic assistance and guidance, 609-896-5127.

The School of Education and department of education and human services offers a Master of Arts in the fields of counseling services; curriculum, instruction and supervision; educational administration; human services administration; reading/language arts, and special education, as well as educational specialist degrees in counseling services and school psychology.

The School of Education also offers numerous graduate-level teaching certifications, early childhood education certification, teacher of the handicapped certification, programs leading to certification as a school supervisor, assistant superintendent for business, director of student personnel services, reading specialist, school psychologist and several more. For School of Education and department of education and human services academic assistance and guidance, 609-896-5353.

## Westminster Choir College

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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. The Master of Music degree is offered with majors in sacred music, music education, choral conducting, voice pedagogy and performance, organ performance, piano accompanying and coaching, piano pedagogy and performance, piano performance, and composition. A summer program leading to the Master of Music Education is also offered.

Choral music performance lies at the heart of the Westminster program. Preparation and performance of choral/orchestral works at times takes precedence over all facets of campus life. All graduate students sing for a minimum of

one year in the Westminster Symphonic Choir. They may also audition to become members of the Westminster Choir, Westminster Singers, Jubilee Singers, and Concert Handbell Choir.

The Symphonic Choir has performed hundreds of times and made many recordings with the principal orchestras of New York, Philadelphia, and Washington. It has also 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 77 years of the college's history.

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

A large, multi-story brick building with a central tower and a gazebo in the foreground. The scene is set outdoors with a pond and some people in the distance. The entire image has a reddish tint.

# **Business Administration**

# business administration

## Calendar

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### Fall Semester 2004

#### August

- 31 Tuesday 4-7 p.m.  
In-person registration for fall semester

#### September

- 8 Wednesday  
Classes begin

#### October

- 1 Friday  
Last day for filing degree applications  
for December 2004
- 15 Friday  
Second deferred-tuition payment due

#### November

- 15 Monday  
Third deferred-tuition payment due
- 25-27 Wednesday-Saturday  
No classes  
Thanksgiving recess
- 29 Monday  
Classes resume

#### December

- 11 Saturday  
Fall semester classes end  
(at close of classes)
- 13 Monday  
Fall semester exams begin
- 17 Friday  
Spring 2005 and summer 2005  
degree applications due
- 18 Saturday  
Final exams end

### Spring Semester 2005

#### January

- 20 Thursday 4-7 p.m.  
In-person registration for spring  
semester
- 24 Monday  
Classes begin

#### February

- 11 Friday  
Last day for filing application to  
graduate in May 2005

#### March

- 1 Tuesday  
Graduate students priority deadline  
for filing federal financial aid forms
- 12 Saturday  
Spring recess begins  
(at close of classes)
- 15 Tuesday  
Second deferred-tuition payment due
- 21 Monday  
Classes resume

#### April

- 15 Friday  
Third deferred-tuition payment due
- 30 Saturday  
Spring semester classes end  
(at close of classes)

#### May

- 2 Monday  
Spring semester exams begin
- 7 Saturday  
Final exams end
- 13 Friday  
Commencement

### Summer Session 2005

#### May

- 26 Thursday  
4-7 p.m. Registration

#### June

- 1 Wednesday  
Last day for filing application to  
graduate in August 2005  
Classes begin

#### July

- 4 & 5 Monday & Tuesday  
Holiday
- 20-21 Wednesday-Thursday  
Final exams

## Mission Statement

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

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

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

## Degree Programs

Master of Accountancy (M.Acc.) and Master of Business Administration (M.B.A.) degree programs are offered.

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

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

## Objectives

The M.Acc. Program prepares individuals for careers in the rapidly changing field of accounting. Those students who wish to pursue a career in public accounting will be able to develop required technical competencies and meet evolving credit hour requirements for licensure. Career paths in areas outside of public accounting, to include corporate, financial or governmental entities, are facilitated through the use of elective course offerings.

Required courses emphasize an integration and synthesis of accounting subject matter. Course work assumes that students have established a basic foundation level of understanding of accounting at the undergraduate level. Students with non-accounting undergraduate backgrounds will complete additional preliminary course requirements.

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

The M.B.A. Program prepares individuals for career advancement as managers and leaders of organizations. Guided by this philosophy the college has developed a flexible and forward looking degree program built on a long tradition of business education excellence.

The curriculum provides a distinctive and effective business learning environment that emphasizes advanced business theory, critical interpersonal and communications management skills, a cross-functional integration of business theory and processes, and the ability to manage in a rapidly changing environment. Program flexibility is encouraged and supported by a variety of M.B.A. and M.Acc. electives. As a result, students have the option to pursue a general M.B.A. program creating a personalized skill set from the full menu of electives. Students may also elect to concentrate in one of the functional disciplines of finance, management or marketing, or pursue an interdisciplinary concentration in entrepreneurship, global business or health care administration.

The program is designed for students with full-time career track positions and/or similar work experience. All courses are offered during evening hours, Monday through Thursday. A limited selection of courses is also available on Saturdays. All basic requirements are offered during both fall and spring semesters and most are offered in the summer. While most students pursue the program on a part-time basis, courses are scheduled to allow a student to fast track a degree full-time by enrolling in up to four courses in the fall and spring semesters and two in the summer.

Courses are taught in small sections usually by full-time faculty holding doctorates. Most faculty members are engaged in research in their fields, and many have business experience as well. In addition, since most of the students are employed in professional or managerial positions, they bring a wealth of business experience to share with their peers.

## Professional Accreditation

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

## Master of Accountancy (M.Acc.)

### Course Requirements

The M.Acc. Program consists of 30 semester hours at the graduate, or 600 or 700 level. Fifteen semester hours (five courses) are in accounting subjects and the remaining 15 semester hours are to be taken as graduate business electives (please refer to the Master of Business Administration course descriptions for a listing of courses). Required graduate account-

ing courses are offered each year. Graduate accounting electives are typically offered on a three-semester rotational basis.

### Required graduate accounting courses are:

MACC-650	Seminar in Taxation
MACC-652	Analysis of Accounting Data
MACC-654	Issues in Financial Reporting
MACC-656	International Dimensions of Accounting

### Elective graduate accounting courses are:

MACC-658	Governmental and Not for Profit Accounting
MACC-660	Research in Financial Accounting
MACC-662	Auditing Practice and Problems
MACC-663	Fraud and Forensic Accounting
MACC-664	Issues in Managerial Accounting
MACC-666	Cases in Taxation
MACC-668	Information Systems
MACC-670	Accounting Internship (requires prior approval of the accounting department chairperson)

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

Note: Accounting students preparing for the CPA exam will need up to six credits of law course work. MBAD-682 Business Law may be used toward the CPA law requirement. However, the exact requirement is a function of previous course work and state jurisdiction. Similarly, the student may need additional course work in auditing. Students are required to review the law and auditing requirements with either the director of graduate business programs (609-896-5127) or the chairperson of the accounting department (609-896-5032).

## **Preliminary requirements - Non-accounting**

12 semester hours (for non-business undergraduate degree or outdated coursework)

MBAD-524	Fundamentals of Accounting
MBAD-531	Economic Analysis
MBAD-560	Marketing Management
MBAD-570	Management Theory and Application

## **Preliminary requirements – Accounting**

15 semester hours (for non-accounting business undergraduate degree or outdated coursework)

ACC-302	Cost Management
ACC-310	Accounting Theory and Concepts I
ACC-311	Accounting Theory and Concepts II
ACC-400	Principles of Auditing
ACC-410	Fundamentals of Federal Taxation

## **Master of Business Administration (M.B.A.)**

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

### **Requirements**

#### **Advanced Core Courses**

(15 semester hours)

MBAD-730	Economic Analysis and Decision Making
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MBAD-740	Financial Analysis and Decision Making
MBAD-760	Advanced Organizational Behavior
MBAD-770	Marketing Analysis and Decision Making
MBAD-780	Strategic Planning and Policy

#### **Elective Courses**

(12-15 semester hours)\*

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

#### **Concentrations/General Management Options**

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

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

## Core Courses

(24 semester hours for non-business undergraduate or outdated course work)

MBAD-501	Fundamentals of Statistical Analysis
MBAD-502	Operations Management
MBAD-511	Information Systems
MBAD-524	Fundamentals of Accounting
MBAD-531	Economic Analysis
MBAD-540	Financial Management
MBAD-560	Marketing Management
MBAD-570	Management Theory and Application

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

## Waiver of Core Courses

Core courses for the M.B.A. may be waived if the applicant meets one or more of the following conditions:

- The core courses may be waived if the student has graduated from an AACSB accredited business program within five years prior to semester admitted. The student must have achieved a C or better in the appropriate course;
- One or more core courses may be waived if the student has passed (C or better) an equivalent undergraduate or graduate course within six years prior to semester admitted. As an exception, financial management may be waived within five years with a grade of B or better;
- The core course(s) in the student's undergraduate major will be waived within six years prior to the semester admitted;

- One or more core courses may be waived based on work experience and continued education, at the program director's discretion;
- With the approval of the program director, students may take proficiency exams to test out of core courses if the above criteria are not met. If needed, the student may repeat the proficiency exam in a second effort to pass. However, at least 6 weeks must elapse before the test may be repeated.

When core courses are waived the student is responsible for a satisfactory level of competency with representative material. If necessary the student should review and/or seek tutoring support for the waived material in preparation of advanced courses.

## Application Procedures

To apply for admission to the M.Acc. or M.B.A. program, the procedures are:

- Obtain an application for admission from the office of graduate admissions;
- Complete the application for admission and application fee form, and return them with the non-refundable \$40 application fee to the office of graduate admissions;
- Register and take the GMAT and furnish the office of graduate admissions with official notification of your GMAT scores. If you have already taken this test, request Educational Testing Service to furnish the office of graduate admissions with an official notification of your score;
- Arrange to have an official transcript sent to the office of graduate admissions by every institution of higher learning attended (including Rider University). A transcript should be sent even if only one course was taken at the institution. Only official transcripts will be accept-

ed. Transcripts sent to the student are not acceptable unless they are sealed in the original envelope when received by office of graduate admissions;

- Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and have the official results sent to the office of graduate admissions;
- International students are asked to have their transcripts evaluated (and translated, if necessary) for program equivalency by a recognized credential evaluation service. World Education Services in New York City is suggested for this evaluation.
- A notarized financial resource statement or notarized bank statement is required to demonstrate the international student's ability to pay the total cost of attendance.

## Application Deadlines

The deadlines for the submission of all credentials are August 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer session. Applications received after the official deadlines may be given consideration at the discretion of the College of Business Administration Graduate Studies Committee.

## Admission Requirements

No decision is made on an application for admission to the graduate programs of business administration until all required credentials have been submitted. These include a completed application form, a \$40 application fee, official notification by Educational Testing Service as to the score achieved on the Graduate Management Admissions Test (GMAT), and an official transcript from every institution of higher learning attended. To be admitted to this program, an applicant must show evidence

that he or she has earned a bachelor's degree from an accredited institution of higher learning and has the potential to perform satisfactorily at the graduate level. The primary criteria used in making admissions decisions are the undergraduate grade point average and the score achieved on the GMAT.

The GMAT requirement will be waived for M.Acc. applicants who have passed a certifying exam such as the CPA, CMA, etc.

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

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

## Classification

Each student admitted to the M.B.A. or M.Acc. program is assigned to one of the following classifications:

### Full Standing

Students who have full standing are permitted to register for any core courses that have not been waived or for certain advanced core courses, if those courses are needed for the student to be admitted to candidacy (see section on admittance to candidacy). Under some conditions special permission may be granted to take an elective;

## Special

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

## Transfer of Courses

A student may request the transfer of a graduate course taken at an accredited institution. Such a request may be granted if the course was taken recently, was passed with a grade of B or higher and was taken before admission to the M.B.A. program at Rider. Once a student has been admitted to the program, graduate courses taken at other institutions must have prior approval of the director of graduate studies before transfer credit will be allowed. A maximum of six semester hours of transfer credit will be granted for application against the advanced core and/or elective requirements.

## Advising

The director of graduate business studies is the advisor to students in the M.B.A. and M.Acc. programs and tracks program progress. Students are also encouraged to contact members of the faculty for career, program and related advising.

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

## Course Repeat Policy

With the written permission of the director of graduate business studies, 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.

## 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 the graduate business programs will be subject to dismissal for any of the following reasons:

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

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

## 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, next to the student's name in the commencement program, and on the diploma.

## Application for Graduation

A student who expects to graduate must fill out and file an application for graduation form no later than the date indicated on the calendar for each semester.

## **Master of Accountancy (MACC)**

*(R denotes REQUIRED, E denotes ELECTIVE)*

### **MACC-650 Seminar in Taxation**

3 credits (R)

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

### **MACC-652 Analysis of Accounting Data**

3 credits (R)

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

### **MACC-654 Issues in Financial Reporting**

3 credits (R)

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

### **MACC-656 International Dimensions of Accounting**

3 credits (R)

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

### **MACC-658 Governmental and Not for Profit Accounting**

3 credits (E)

This course provides an in-depth study of the concepts, objectives and techniques of the evolving field of accounting for non-profit institutions and organizations. Areas emphasized include municipal and state governmental units, hospitals, colleges and universities and service organizations. Problems, cases and selected readings are employed.

### **MACC-660 Research in Financial Accounting**

3 credits (E)

Students identify and define problem areas in current accounting practice. Research methodologies are developed, leading to data collection and analysis using appropriate statistical techniques. A project report is required including findings, conclusions and recommendations regarding theoretical and practical issues.

### **MACC-662 Auditing Practice and Problems**

3 credits (E)

Uses cases to examine current auditing issues, including professional ethics, internal control, materiality and risk assessment. Students will prepare an audit risk analysis for one public company using databases and publicly available information.

# business administration course descriptions

## **MACC-663 Fraud and Forensic Accounting**

3 credits (E)

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

## **MACC-664 Issues in Managerial Accounting**

3 credits (E)

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

## **MACC-666 Cases in Taxation**

3 credits (E)

A capstone course in taxation, emphasizing a comprehensive case study approach to federal and New Jersey tax compliance and planning in the areas of individuals, businesses, estates, gifts and trusts. Includes consolidated tax returns, tax research, computer applications, and estate and personal financial planning.

## **MACC-668 Information Systems**

3 credits (E)

Examines the systems for collecting, processing and reporting accounting information required for planning, decision-making and control in business organizations. Covers systems analysis, design and implementation. Students are exposed to the impact of emerging technology on accounting information systems.

## **MACC-670 Accounting Internship**

3 credits (E) *Requires prior approval of the graduate program director and the accounting department chairperson.*

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

## **Master of Business Administration (MBAD)**

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

### **MBAD-501 Fundamentals of Statistical Analysis**

3 credits (C)

Covers basic statistical techniques useful in business decision-making. Includes descriptive statistics, event probability, random variables, sampling distributions, regression analysis and topics in statistical inference.

### **MBAD-502 Operations Management**

3 credits (C)

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

# business administration course descriptions

## **MBAD-511 Information Systems**

3 credits (C)

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

## **MBAD-524 Fundamentals of Accounting**

3 credits (C)

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

## **MBAD-531 Economic Analysis**

3 credits (C)

An intensive exposition of the essentials of price theory and income and employment theory. For students with less than a year of introductory economics at the undergraduate level.

## **MBAD-540 Financial Management**

3 credits (C)

An introduction to the concepts and techniques of financial management. Topics include financial planning, analysis, and control; working capital management; risk and return; time value of money; valuation; cost of capital; and capital budgeting. Problem/case oriented.

## **MBAD-560 Marketing Management**

3 credits (C)

Gives a broad view of the entire field of marketing. Introduces students to theories and concepts of the marketing environment, buyer behavior, market segmentation, marketing research, product development, distribution

issues and alternatives, pricing theory, and promotional methods. Uses explanatory lecture material, in-class exercises, and selected readings to endow the student with a basic understanding of the tools and practice of marketing.

## **MBAD-570 Management Theory and Application**

3 credits (C)

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

Generally, all core courses are to be completed before the student may take advanced core courses and/or electives. Exceptions may be made at the program director's discretion.

## **MBAD-603 Statistical Methods**

3 credits (E)

Studies statistical procedures applicable to the solution of common problems in business and industry beyond those covered in MBAD-501. Techniques include multiple regression, analysis of variance, sampling, nonparametric methods, and statistical decision theory. Prerequisite: MBAD-501.

## **MBAD-604 Quality Assurance and Total Quality Management**

3 credits (E)

Integrates the concepts of statistical quality control and the practices of today's leading companies in creating systems of total quality management (TQM). Considers how various business functions (e.g., production, engineering and design of products and services, purchasing raw materials, providing technical assistance to cus-

# business administration course descriptions

tomers, and statistical quality control) and their interrelationships can be used to create high-quality products, and, thus, high levels of customer satisfaction. Includes traditional statistical methods for process control, acceptance sampling, reliability, and quality improvement as well as numerous examples of U.S. and foreign firms at the cutting edge of TQM. Introduces current thinking of leading figures in TQM (e.g., Deming, Juran and Crosby). Prerequisite: MBAD-501.

## **MBAD-606 Operations Research**

3 credits (E)

Surveys several topics in management science, emphasizing modeling of realistic applications. PC computer software is used extensively to obtain solutions. Technical topics covered include linear programming, transportation networks, goal programming, and queuing theory. Applications include production planning, inventory control, portfolio management, and waiting line systems. Prerequisite: MBAD-501.

## **MBAD-611 Electronic Commerce**

3 credits (E)

Electronic commerce involves the use of information technology to improve, enhance, simplify or enable business transactions. This course examines such business, social, and technical issues of electronic commerce as the technology of the Internet, effective system strategies to attract and maintain customers, security, and electronic payment systems. Prerequisite: MBAD-511.

## **MBAD-614 Decision Support Systems**

3 credits (E)

An in-depth study of the rapidly evolving field of using computers to support decision-making. It covers conceptual foundations, and structure and development of decision support systems (DSS). Also included are the technology components of DSS. Focuses on the key factors of a successful system and on how to build effective DSS. Substantive and real case examples are

used to illustrate the organizational issues, technical concepts, and the development process of building a DSS. Prerequisite: MBAD-511.

## **MBAD-616 Selected Topics in CIS**

3 credits (E)

The study of a topic (or combination of topics) that represents some dimensions of computer information systems or has important and direct implications for CIS management. 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: MBAD-511.

## **MBAD-618 Healthcare Information Systems**

3 credits (E)

As the integration of clinical and administrative systems at the local level continues, government and insurance company involvement will increasingly require that the systems become externally linked as well. The goals of this large-scale “healthcare information network” effort include more accessible healthcare as well as higher quality healthcare outcomes. As a result of this trend, new information systems requirements continue to emerge and demanding management issues arise. These include organizational, technical, and ethical issues. The focus of this course will be on the critical management decision-making areas that are being realized by both healthcare and information systems professionals in this dynamic industry. Prerequisite: MBAD-511.

## **MBAD-629 Tax Planning for Entrepreneurs**

3 credits (E)

The business and personal finances of an entrepreneur are integrally related. Often personal resources fund business operations and business resources fund individual necessities and obligations. This course is designed to familiarize the entrepreneur with wealth maximization and tax minimization strategies for business and

# business administration course descriptions

personal activities. This course covers basic tax compliance concepts and includes personal financial planning and estate planning issues.

## **MBAD-633 Business Conditions and Forecasting**

3 credits (E)

Aggregate demand and supply theory is studied, leading to an analysis of business conditions. Examines the conceptual and practical problems and techniques of forecasting within the framework of the national income account sectors. Prerequisite: MBAD-531.

## **MBAD-634 Industrial Organization**

3 credits (E)

This course examines the relationship between market structure, firm conduct, and industry performance. The evaluation of industry performance serves as the foundation for the analysis of public policy through the enforcement of antitrust laws. This course relies heavily on case studies of many major U.S. industries including steel, petroleum, automobile, computer, and agriculture. Prerequisite: MBAD-531.

## **MBAD-635 International Trade and Investment**

3 credits (E)

A study of the international economy within which business firms operate and public policies that influence their activities. Include international trade theory, balance of payments analysis, the international monetary system, barriers to trade, and the role of multinational corporations. Prerequisite: MBAD-531.

## **MBAD-638 Healthcare Economics**

3 credits (E)

The course uses the tools of economics to examine the many sectors of the healthcare industry and to analyze their interactions. The industry consists of many types of suppliers and producers, consumers, and third parties, which have a strong influence on the industry. Each group of parties acts to form alliances with others in

order to gain control and power in the markets. In addition, the government plays a strong role in regulating the private sectors, in subsidizing some sectors, and in providing services to the poor and elderly. The course will move beyond description and analyses of the current industry to an examination of the many trends and potential directions the industry will take. Discussions will focus on current practices and policy analysis. Prerequisite: MBAD-531.

## **MBAD-641 Corporate Treasury Management**

3 credits (E)

This course is designed to provide an understanding of modern principles and techniques for corporate treasury management. The course materials are useful for finance, banking, accounting and information system professionals or small business owners. Topics include analysis of liquidity and solvency, credit and accounts receivable management, cash collection and disbursement systems, short-term investment and borrowing, management of treasury information and technology, multinational cash management, and other related topics. Success in this course will help students preparing for the Certified Cash Manager (CCM) exam. Prerequisite: MBAD-540.

## **MBAD-643 Investment Instruments and Strategies**

3 credits (E)

Principles of investment analysis and portfolio management. Includes analysis of stocks and fixed income securities, mutual funds, international investing, margin trading and short sales, convertibles, stock options and financial futures. Hedging strategies, market forecasting, and tax advantaged investments are also discussed. Considerable use of problems to illustrate concepts. Prerequisites: MBAD-501, MBAD-540.

# business administration course descriptions

## **MBAD-644 Financial Market Operations**

3 credits (E)

Flow of funds analysis is used to study financial intermediation and interest rate determination in money and capital markets. Includes the flow of funds accounts, funds flow through financial institutions, the demands for and supply of credit by economic sectors, and the impact of public policies on financial market behavior. Prerequisite: MBAD-540.

## **MBAD-645 International Financial Management**

3 credits (E)

The techniques of multinational financial management are developed for enterprises that do business in more than one country and/or have assets and liabilities denominated in more than one currency. The management of foreign exchange and country risks is applied to working capital, capital budgeting, and capital structure decisions. Prerequisite: MBAD-540.

## **MBAD-646 Computerized Financial Analysis**

3 credits (E)

Computerized spreadsheets are utilized to analyze problems and cases. Students receive instruction in computer use beyond that available in other finance courses. Spreadsheet applications include valuation models, cost of capital, capital budgeting, risk and return, portfolio analysis, stock market analysis, and options and futures. Prerequisite: MBAD-540.

## **MBAD-647 Portfolio Management**

3 credits (E)

Real-world application of the concepts and techniques of investment analysis and portfolio theory. Students interact with and make recommendations to professional portfolio managers. Topics include stock valuation methods, major forces driving movements in current equity markets, international investment opportunities, industry analysis, technical analysis and

investment timing, evaluation of portfolio performance, analysis of business conditions and interest rates, and hedging portfolio risk with stock index options and financial futures. Prerequisite: Either MBAD-643 or MBAD-740 plus investment knowledge and experience, or permission of program director.

## **MBAD-648 Healthcare Finance**

3 credits (E)

The goals of this course are (1) to provide a description of how Americans pay for healthcare; (2) to explain why the payment systems have taken their current form and how those forms affect the system; (3) to evaluate newly emerging arrangements; and (4) to compare and contrast health financing systems in the United States and other developed countries. Specifically, we will focus on insurance (both public and private), managed care and the incentives of the parties in these financing arrangements. In addition, we will explore how these incentives impact cost containment in healthcare. Prerequisite: MBAD-540.

## **MBAD-664 Marketing Research**

3 credits (E)

An overview of the subject matter which will assist students in developing an appreciation for the use by marketing management of marketing research and marketing information systems in making marketing decisions. Topics include specific research procedures for gathering, processing, analyzing, and presenting information relevant to marketing problems in such areas as: advertising effectiveness, product development, distribution channels, sales techniques, consumer behavior, and forecasting study of research planning, implementation, and interpretation of findings is facilitated by the use of cases or projects. Prerequisite: MBAD-560.

# business administration course descriptions

## **MBAD-665 International Marketing Management**

3 credits (E)

Examination of the nature and scope of global marketing activities, including the theoretical framework of international marketing, foreign marketing environments, multinational markets, MNC information systems, strategic marketing decisions, and organization for transnational marketing. Prerequisite: MBAD-560.

## **MBAD-669 Selected Topics in Marketing**

3 credits (E)

The study of a topic (or combination of topics) that represents some dimension of marketing or has important and direct implications for marketing management. Theoretical foundations as well as special applications of marketing decision-making may be explored. Readings, research, lectures, discussions, or other appropriate methods are employed to stimulate student learning. Prerequisite: MBAD-560.

## **MBAD-670 Organization Design and Culture**

3 credits (E)

An advanced organizational behavior and theory course dealing primarily with the relations among environment, tasks, technology, and organization structure. Emphasizes the application of behavioral science research and theory to the design and management of large organizations. Examines environmental influences on organization design; alternative organization designs; environmental uncertainty; decision making; intergroup relations, including the prevention and management of intergroup conflict; the management of interorganizational relations; and the determination of organizational effectiveness. Prerequisite: MBAD-570.

## **MBAD-671 Human Resource Management**

3 credits (E)

This course is designed as an introduction to the field of human resource management. The basic goal of the course is to provide students with an understanding of current corporate human resource practices. Common human resource management problems and the tools and procedures for dealing with them will be discussed. Contemporary topics such as human resource planning, international staffing, career planning, workforce diversity, work/family balance, and work motivation will be examined. EEO guidelines and their implications for human resource functions will be discussed as well. A combination of conceptual and experiential approaches will be used to facilitate the practical application of the literature. Methods will include discussions, case studies, exercises, small group activities and lectures. Prerequisite: MBAD-570.

## **MBAD-672 Management Skills**

3 credits (E)

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

## **MBAD-673 Labor Relations and Collective Bargaining**

3 credits (E)

Considers both the principles and practices of labor/management relations. After covering such basic issues as the causes of unionism and the legal environment, attention shifts to the

# business administration course descriptions

strategies and tactics used in both collective bargaining and contract administration. Role-playing in actual grievance cases and in a contract negotiation simulation increases understanding of the dynamics of labor relations.

## **MBAD-674 Power and Politics in Organizations**

3 credits (E)

Examines the role of power and politics in organizations. Emphasizes especially the impact of political action and coalition formation in management decision-making and organizational behavior. Individual, intraorganizational, and interorganizational factors that influence political strategy formulation are discussed. Other topics include negotiation strategies, bargaining theory, and political leadership. Prerequisite: MBAD-570.

## **MBAD-675 International Management**

3 credits (E)

This course focuses on the complexities of developing business relationships with people from different cultures and backgrounds. Emphasis is placed on cross-cultural awareness, international communication and negotiations and exploring the pervasive effect of culture on organizational behavior and managerial decision making. Prerequisite: MBAD-570.

## **MBAD-676 Organization Development and Effectiveness**

3 credits (E)

This course is about the profession and discipline of organization development (OD) – a discipline concerned with improving organizational effectiveness by means of planned, systematic interventions. The primary objective of this course is to acquaint students with OD concepts, techniques and skills. The course provides students with opportunities to apply OD concepts and techniques and to explore and enhance their personal skills as change agents and consultants. To achieve course objectives, a variety of teaching methodologies is employed

with especially heavy emphasis on experiential learning and case analysis. Students will be active participants in the learning process. Prerequisite: MBAD-570.

## **MBAD-677 Managing Workforce Diversity**

3 credits (E)

Demographic shifts, changing patterns of labor force participation, global competition, and a growing cultural emphasis on the “celebration of difference” have all contributed to the changing management environment. This course explores the opportunities and challenges of the increasingly diverse workforce emerging in the United States today. It will address the knowledge and skills managers must develop in working with others who are different from themselves. Some of these differences are obvious – gender, race, age, and physical characteristics. Other differences are not as easily observed – family structure, educational level, social class and sexual orientation. Understanding and valuing diversity requires attitudinal self-assessment and change. Values, stereotypes and prejudices will be explored through readings, reflective writing, and active involvement in discussions, projects and activities. Prerequisite: MBAD-570.

## **MBAD-682 Business Law**

3 credits (E)

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

# business administration course descriptions

## **MBAD-683 Entrepreneurship**

3 credits (E)

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

## **MBAD-684 Ethical Issues in Business**

3 credits (E)

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

## **MBAD-685 Legal and Ethical Aspects of International Business**

3 credits (E)

A survey in issues affecting international business and multinational corporate policy and worldwide strategy and planning. Considers globalization, international dispute resolution, laws and treaties on trade and foreign investment, international labor issues, marketing, licensing and technology transfer law, organizational design and issues of ethics and social responsibility. The student is provided with an interdisciplinary approach to the law, policy and practical issues governing doing business overseas. Emphasis on practical situations. Students are expected to conduct outside readings and project/case development.

## **MBAD-686 Employment Law for Business**

3 credits (E)

The course will present issues and case law related to the commencement of the employment relationship, terms and conditions of the relationship, discrimination in recruitment, employment and discharge, and wrongful termination. The course will analyze these areas and their impact on business decisions.

## **MBAD-688 Health Law**

3 credits (E)

The purpose of this course is to analyze the role of the law in promoting the quality of health care, organizing the delivery of health care, assuring adequate access to health care and protecting the rights of those who are provided care within a health system. It will also include the regulation of new drug development and advertising. This elective will fit into the health administration set of electives.

## **MBAD-689 Consulting for Small and New Business**

3 credits (E)

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

# business administration course descriptions

## **MBAD-690, 1, 2, 3 or 4 Independent Study in Business Administration**

3 credits (E)

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

## **MBAD-696, 7, 8, or 9 Selected Topics in Business Administration**

3 credits (E)

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

## **MBAD-705 International Business Seminar**

3 credits (E)

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

## **MBAD-730 Economic Analysis and Decision Making**

3 credits (AC)

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

## **MBAD-740 Financial Analysis and Decision Making**

3 credits (AC)

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

## **MBAD-760 Advanced Organizational Behavior**

3 credits (AC)

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

## **MBAD-770 Marketing Analysis and Decision Making**

3 credits (AC)

The purpose of the course is to provide the analytical skills required to understand complex marketing situations in order to develop and implement appropriate marketing strategies. The decision-making processes in the management of product planning, pricing practices, selection of channels of distribution, and development of effective promotion programs are investigated. This involves identification and

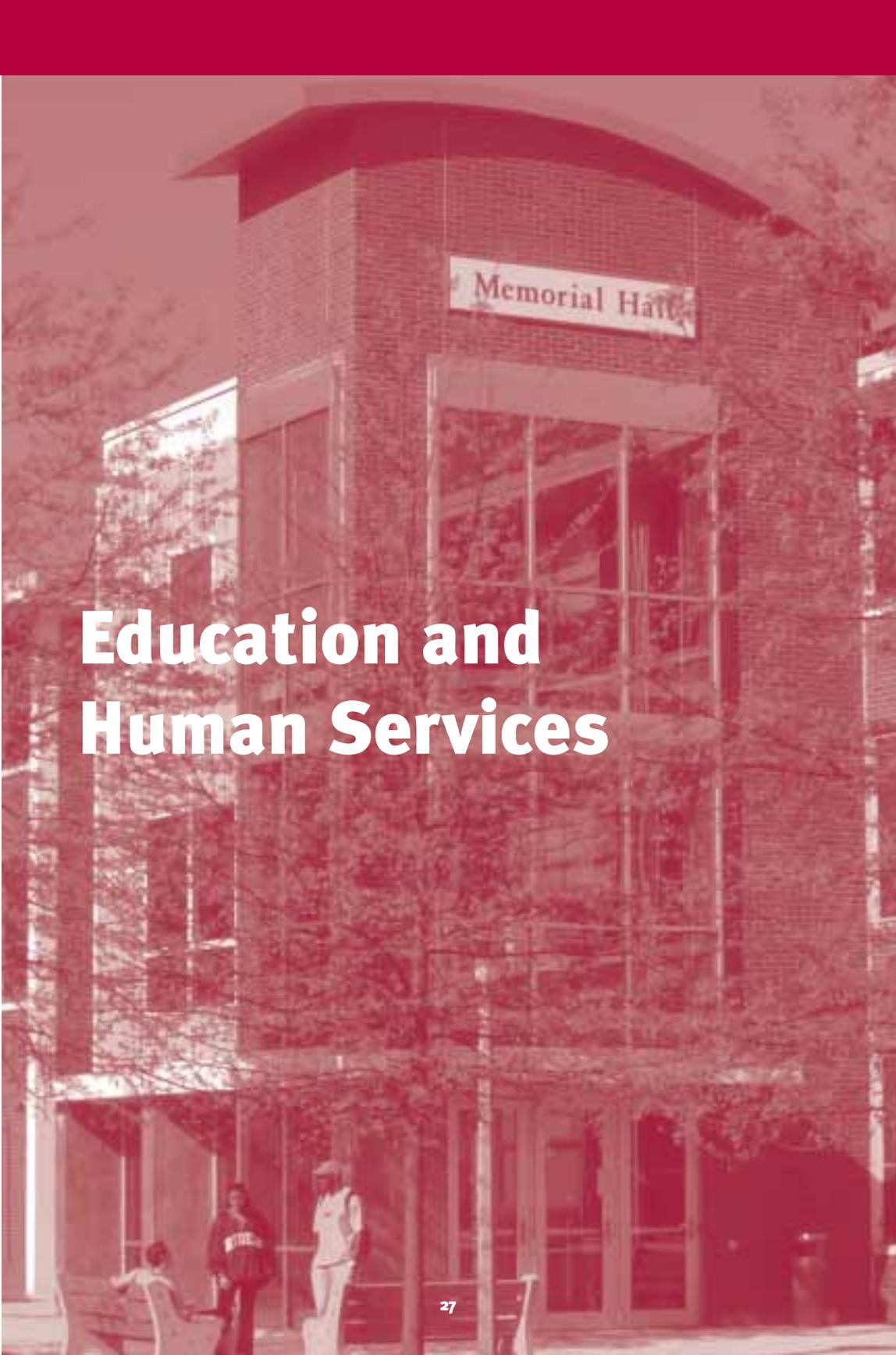
selection of appropriate target markets, the effective use of marketing research, and recognition of organizational dynamics. The case approach is used to develop communication skills and further build team skills as students interact with peers in solving problems.

## **MBAD-780 Strategic Planning and Policy**

3 credits (AC)

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





Memorial Hall

# Education and Human Services

## Calendar

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### Fall Semester 2004

#### September

- 1 Wednesday 3-7 p.m.  
Fall semester registration
- 8 Wednesday, Classes begin  
(Registration after first class meeting  
requires \$50 late registration fee)

#### October

- 1 Friday  
Matriculation application deadline  
Last day for filing application to  
graduate in December 2004 and to take  
fall 2004 comprehensive examination
- 15 Friday  
Second deferred-tuition payment due
- 25 Monday  
First day spring 2005 registration

#### November

- 15 Monday  
Third deferred-tuition payment due
- 13 Saturday, 9 a.m.-1 p.m.  
Comprehensive examination
- 24-26 Wednesday-Friday  
Thanksgiving recess
- 29 Monday, Classes resume
- 30 Tuesday  
Last day spring 2005 registration

#### December

- 16 Thursday, Fall semester ends
- 17 Friday  
Spring 2005 and summer 2005  
degree applications due

### Spring Semester 2005

#### January

- 19 Wednesday, 3-7 p.m.  
Registration for spring semester
- 24 Monday, Classes begin  
(Registration after first class meeting  
requires \$50 late registration fee)

#### February

- 11 Friday  
Matriculation application deadline  
Last day for filing application to  
graduate in May 2005 and to take  
comprehensive examination

#### March

- 10 Thursday  
Spring recess begins at close of classes
- 15 Tuesday  
Second deferred-tuition payment due
- 21 Monday, Classes resume

#### April

- 2 Saturday, 9 a.m.-1 p.m.  
Comprehensive examination
- 4 Monday  
First day summer and fall 2005  
registration
- 29 Friday  
Last day summer and fall 2005  
registration

#### May

- 5 Thursday, Spring semester ends
- 13 Friday, Commencement

### Summer Session 2005

#### June

- 15 Wednesday 3-7 p.m.  
Summer registration
- 20 Monday Classes begin

#### July

- 4 Monday, Holiday
- 29 Thursday  
Last day for fall 2005 registration  
Classes end

## Mission Statement

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



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

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

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

## Synopsis of the School of Education Conceptual Framework

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### Fostering

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

supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.

### Commitment

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

### Knowledge

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

### Reflection

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

## Professionalism

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

## Introduction

The Department of Graduate Education and Human Services offers Educational Specialist degrees, Master's degrees, and certifications and endorsements in a variety of areas. These programs of study and their descriptions with the certifications associated with them appear first and the remaining Certification and Endorsement Programs follow them. Within each category, they are in alphabetical order. Course descriptions follow the descriptions of all the programs. The procedures and policies section contain many important pieces of general information about graduate study. All programs require an application available from the office of graduate admissions.

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

## Programs of Study

### Degrees and Certifications Offered

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

- Counseling Services
- School Psychology

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

- Counseling Services
- Curriculum, Instruction and Supervision
- Educational Administration
- Reading/Language Arts
- Special Education
- Human Services Administration

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

### Educational Certificates

The department of graduate education and human services provides opportunity for study leading to teacher certification and other types of educational certification in the following areas:

- School Counseling/Student Personnel Services
  - School Psychologist
  - Curriculum Supervisor
  - School Business Administrator
  - Reading Specialist
  - Business Teacher
  - Elementary Teacher
  - Early Childhood Teacher (P-3)
  - English Teacher
  - Foreign Language Teacher
  - Mathematics Teacher
  - Science Teacher
  - Social Studies Teacher
  - Reading Teacher
  - Teacher-Coordinator of Cooperative Vocation/Technical Education
  - Teacher of the Handicapped
- Please see the following to find the program(s) of interest to you.

## Guide to Programs

### If you are interested in

### See section on

- Counseling
- School Counselor (Elem./Sec.)
- Licensed Professional Counselor
- Student Personnel Services

Counseling Services  
(page 32-39)

- School Psychologist

Educational Specialist in School Psychology  
(page 35)

- Curriculum Specialist
- Supervisor (K-12 including business education and subject specialties)

Curriculum, Instruction and Supervision  
(page 40-42)

- School Business Administrator
- Educational Administration
- Principal

Educational Administrator  
(page 42-44)

- Reading Specialist

Reading/Language Arts  
(page 47)

- Special Education

Special Education  
(page 48)

- Science Teacher
- Business Teacher
- Elementary Teacher
- Early Childhood Teacher (P-3)
- English Teacher
- Foreign Language Teacher
- Social Studies Teacher
- Mathematics Teacher
- Reading Teacher

Graduate Level Teacher Certification  
(page 50)

- Teacher-Coordinator of Cooperative Vocational-Technical Education

Teacher-Coordinator of Cooperative Vocational-Technical Education  
(page 52)

- Human Services Administrator
- Advanced Governmental Administration Certificate
- Budgeting and Financial Administration Certificate
- Health and Community Service Administration Certificate
- Information Systems and Data Administration Certificate

Human Services Administration  
(page 44-46)

## Educational Specialist Degrees

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

### General Application Requirements

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

The following are due by the application due date:

- A completed application form, with a non refundable \$40 application fee;
- Official transcripts from all colleges and universities attended;
- Other such admission requirements as specified within the particular program to which you are applying
- If there are due dates, they will be specified within the program requirements.

### General Educational Specialist Degree Requirements

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

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

## Educational Specialist in Counseling Services

(60 semester hours)

### Program Description

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

There are two concentrations, one in school counseling and the other in community counseling. Individualized advising helps candidates develop and grow professionally in the following specialty areas:

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

The Ed.S. in Counseling Services also provides students the opportunity to be eligible to become licensed as an Approved Clinical Supervisor by the National Board for Certified Counselors (NBCC).

### Admission Requirements

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

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

## Degree requirements

1. A minimum of 66 graduate semester hours including appropriate master's level work.
2. Eighteen (18) credits must be completed after admission to the Ed.S. for candidates from CACREP approved master's programs.
3. Thirty (30) credits must be completed after admission to the Ed.S. for all non-Rider or non-CACREP approval program graduates.
4. Review and consideration for matriculation into the program occurs after completion of nine (9) credits at Rider University; to be matriculated, a minimum of 3.3 GPA.
5. Degree completion requires a minimum of 3.3 GPA.

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

## Course Requirements

### Group I - Professional and Psychological Foundations

(36 semester hours)

- COUN-500 Introduction to Counseling Services
- COUN-503 Group Counseling
- COUN-505 Vocational/Career Development
- COUN-520 Multicultural Counseling and Relationship Development

- COUN-530 Legal and Ethical Issues in Counseling and Psychotherapy
- COUN-660 Counseling Supervision: Issues, Concepts and Methods
- CNPY-502 Counseling Psychology Theories
- CNPY-514 Psychopathology
- EDPS-503 Human Growth and Development
- EDPS-520 Measurements, Tests, and Assessments in Counseling/School Psychology
- EDPS-521 Statistics and Qualitative Analysis
- EDUC-500 Introduction to Research

### Group II - Field Experience

(15 semester hours)

- COUN-550 Counseling Techniques Laboratory
- COUN-585 Individual Counseling Practicum
- COUN-586 Group Counseling Practicum
- COUN-590 Internship in Counseling I
- COUN-591 Internship in Counseling II
- COUN-690 Internship in Counseling Specialty I

### Group III - Special and Related Areas

(15 semester hours)

- COUN-510 Approaches to Family Counseling
- COUN-515 Substance Abuse Counseling
- COUN-516 Co-Dependency and Treatment
- COUN-525 Gender Issues in Counseling
- COUN-600 Independent Study and Research in Counseling Services
- COUN-660 Counseling Supervision: Issues, Concepts and Methods
- CNPY-503 Psychological Development of the Adult and Aging
- CNPY-515 Consultation in School and Agency Settings
- CNPY-516 Advanced Psychopathology

EDPS-502	Psychological Development of the Child and Adolescent
EDSO-501	Community Agencies: Referral Sources for Clients and Special Needs Students
EDSO-510	Sociological and Cultural Foundations of Education
EDUC-530	Introduction to Student Affairs in Higher Education
PPCS-501	Sociology and Psychology of Crime and Delinquency

## **Educational Specialist Degree In School Psychology**

(66 semester hours)

Prospective school psychologists are introduced by a broad range of knowledge and skills for the provision of psychological services in schools. Coursework and field experiences adhere to the domains of professional practice presented by the National Association of School Psychologists (NASP). Students are provided with a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques. Professional skills are developed across eleven domains:

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Student Diversity in Development and Learning
- School and Systems Organization, Policy Development, and Climate
- Prevention, Crisis Intervention, and Mental Health
- Home/School/Community Collaboration
- Research and Program Evaluation
- School Psychology Practice and Development
- Information Technology

The program is approved by the state of New Jersey and graduates will meet certification requirements in other states.

## **Admission Requirements**

Admission into the program occurs during the summer and fall semesters respectively. Applications must be received by March 1 or May 1. The review and acceptance process occurs immediately following each application deadline. Since the school psychology program must maintain a specified student-to-staff ratio, the number of openings available is controlled. Applicants, therefore, are encouraged to apply for the earlier date so as to receive optimal consideration. The following criteria must be met:

## **Students entering with only a bachelor's degree**

1. An undergraduate background in psychology or related field, with a minimum GPA of 2.75 (on a 4.0 scale).
2. Two letters of recommendation.
3. Submission of GRE or MAT scores.
4. Interview with program faculty.
5. A written statement of learning goals.

## **Students entering with an advanced degree(s) in related fields**

1. A minimum GPA of 3.25 (on a 4.0 scale).
2. Two letters of recommendation.
3. Interview with the program faculty.

## **Degree Requirements**

1. Yearly satisfactory ratings for retention and progression in the School Psychology program. Program faculty will evaluate the academic, professional competencies, and professional work characteristics of each student based upon their portfolio and personal statement. A recommendation for continuation, continuation with remediation, or dismissal will be made by June 15th of each year.

2. Fulfillment of a residency requirement or an acceptable planned alternative. Based upon NASP standards, all students must fulfill a residency requirement by enrolling as a fulltime student (minimum of 9 graduate credits for one semester) so as to develop an affiliation with colleagues, faculty, and the profession. An alternative planned experience may be designed in conjunction with a faculty member.
3. Completion of 66 graduate credit hours with a minimum GPA of 3.3 on a 4.0 scale. Thirty of those credit hours must be completed at Rider University.
4. Take the PRAXIS II exam in school psychology and report the score to Rider University.

## Course Requirements for an Ed.S. Degree in School Psychology Foundations of Education and Human Behavior (24 hours)

### Educational Foundations (12 hours)

EDSO-510	Sociological and Cultural Foundations of Education
EDAD-501	Concepts of Educational Administration
CURR-531	Curriculum Development and Design
or	
CURR-538	Instructional Improvement
EDPS-508	Cognitive Processes and Learning

### Human Behavior and Development (12 hours)

EDPS-502	Psychological Development of the Child and Adolescent
or	
EDPS-503	Human Growth and Development
CNPY-514	Psychopathology
SPED-530	Positive Behavior Support
EDPS-535	Biological Basis of Behavior

## Professional Core: School Psychology Practice (33 hours)

### Assessment and Intervention (14 hours)

EDPS-520	Measurement, Tests, and Assessment in Counseling/School Psychology (3)
EDPS-531	Assessment for Instruction in Special Education (3)
EDPS-509	Assessment of Intelligence and Cognitive Abilities (3)
EDPS-581	Practicum in Assessment of Intelligence and Cognitive Abilities (1)
EDPS-510	Assessment of Behavioral and Social-Emotional Needs (3)
EDPS-582	Practicum in the Assessment of Behavioral and Social-Emotional Needs (1)
EDPS-570	Interventions for Children and Adolescents with Special Needs

### Consultation (4 hours)

CNPY-515	Consultation in School and Agency Settings (3)
EDPS-583	Practicum in Consultation in School and Agency Settings (1)

### Research (6 hours)

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

### Professional Practice (9 hours)

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

## **ELECTIVES (6 hours)**

### **Education and Treatment of Students with Special Needs**

(3 hours)

EDPS-530	Psychology of Learning Disabilities
SPED-510	Instructional Practices for Students with Mild Disabilities
SPED-511	Instructional Practices for Students with Severe Disabilities
SPED-525	Transition to Adult Life
CNPY-516	Advanced Psychopathology

### **Counseling Psychology**

(3 hours)

COUN-503	Group Counseling
COUN-550	Counseling Techniques Laboratory
COUN-585	Individual Counseling Practicum
COUN-505	Vocational/Career Development

### **Practicum and Internship**

Students are expected to complete 300 practicum hours prior to their internship. During each practicum, the students will develop specific skills in the field relative to associated coursework and under program faculty's supervision.

Internship serves as the culminating experience consisting of 1200 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.

### **Respecialization as a School Psychologist**

(Certification only)

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

Professional Development Opportunities  
Certified school psychologists are invited to enroll in courses of their own selection to further develop or update their skills.

## **Master's Degree**

We offer six programs in the master's degree: Counseling, Curriculum, Educational Administration, Human Services Administration, Reading and Special Education. For application, admission and graduation, there are both general requirements for all master's degree programs and requirements specific to the program.

## **General Master's Degree Application Requirements**

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

The faculty encourages prospective students from diverse ethnic and cultural backgrounds to apply.

The following are due by the application due date:

- A completed application form, with a non-refundable \$40 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.

## General Master's Degree Requirements

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

- Comply with the general requirements concerning graduate study;
- Meet matriculation requirements for a specific degree program;
- Enroll in graduate study at Rider for no fewer than two academic semesters or the equivalent thereof;
- Complete at least 33-48 semester hours of graduate credit in an approved program of studies;
- Complete an internship/practicum as required by individual programs;
- Successfully pass a written comprehensive examination except for the School Psychology degree;
- Maintain a grade point average of B (3.0) or better for work submitted for the master's degree; and
- Complete the program within six years of the date the student enrolled in his/her first course unless an extension is approved by the Department of Graduate Education and Human Services.

## Master of Arts in Counseling Services (48 semester hours)

### Program Description

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

### School Counseling

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

### Community Counseling

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

Individual advising, small classes and engagement in carefully selected fieldwork experiences help students prepare for a variety of career goals as professional counselors. All students are required to participate in group activities and in self-exploration. Computer literacy is expected and will be essential in the following courses: COUN-505, EDPS-520, and EDPS-521.

Classes are scheduled to enable those who work full-time to complete the programs. All counseling services degree candidates are strongly encouraged to purchase professional liability insurance.

### Admission Requirements

Admission into the program occurs in the summer, fall and spring semesters. For admittance in the fall semester, applications must be received by May 1, for summer semester by April 1, and for the spring semester applications must be received by November 1. Completed applications received after the official deadline may be given consideration pending program capacity. Individuals whose credentials are not complete by the due date (with the exception of GRE and MAT results) cannot be guaranteed the required admissions interview.

The following criteria must be met:

1. Complete the general master's degree application requirements;
2. An undergraduate degree with a minimum GPA of 2.5. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;
3. Official transcripts from all colleges and universities attended;
4. Two current professional letters of recommendation;
5. Participation, along with other applicants, in a group interview session facilitated by counseling services faculty. The purpose of this meeting is to help determine the applicant's fitness and compatibility for a career in this field;
6. An on-site writing sample must be completed on the day of the group interview. The purpose of this writing activity is to assist faculty in assessing the applicant's likelihood of success in meeting the written expression demands of the program;
7. Submission of results from either the General Records Examination (GRE) or Miller Analogies Test (MAT). Applicants who are unable to submit these scores as part of their application may be granted conditional admission by the program faculty. Such conditionally admitted students must fulfill this requirement by the time they complete nine (9) credits at Rider University. Students who fail to fulfill this requirement shall not be permitted to continue taking courses in the M.A. in counseling services program until their GRE or MAT scores are reviewed and evaluated by program faculty.

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

## Degree Requirements

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

## Course Requirements

(48 semester hours)

### School Counseling

#### Group I (27 semester hours)

COUN-500	Introduction to Counseling Services
CNPY-502	Counseling Psychology Theories
COUN-550	Counseling Techniques Laboratory
COUN-503	Group Counseling
COUN-505	Vocational/Career Development
COUN-530	Legal and Ethical Issues in Counseling or Psychotherapy
COUN-580	Elementary School Counseling Practicum
or	
COUN-581	Secondary School Counseling Practicum
COUN-590	Internship in Counseling Services I
COUN-591	Internship in Counseling Services II

#### Group II (6 semester hours)

EDPS-520	Measurement, Tests and Assessments in Counseling
EDUC-500	Introduction to Research

#### Group III (6 semester hours)

EDSO-501	Community Agencies: Referral Sources for Clients and Special Needs Students
EDSO-510	Sociological and Cultural Foundations of Education

#### Group IV (6 semester hours)

CNPY-514	Psychopathology
EDPS-503*	Human Growth and Development

\* Required

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## Group V (3 semester hours)

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

## Community Counseling

(48 semester hours)

### Group I (30 semester hours)

- COUN-500 Introduction to Counseling Services
- CNPY-502 Counseling Psychology Theories
- COUN-550 Counseling Techniques Laboratory
- COUN-503 Group Counseling
- COUN-505 Vocational/Career Development
- COUN-520 Multicultural Counseling and Relationship Development
- COUN-530 Legal and Ethical Issues in Counseling and Psychotherapy
- COUN-585 Individual Counseling Practicum or
- COUN-586 Group Counseling Practicum
- COUN-590 Internship in Counseling Services I
- COUN-591 Internship in Counseling Services II

### Group II (6 semester hours)

- EDPS-520 Measurements, Tests and Assessments in Counseling
- EDUC-500 Introduction to Research

### Group III (6 semester hours)

- EDPS-503 Human Growth and Development
- CNPY-514 Psychopathology

## Group IV (6 semester hours)

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

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

- EDUC-530 Introduction to Student Affairs in Higher Education
- EDAD-501 Concepts of Educational Administration

## PROFESSIONAL COUNSELOR DEVELOPMENT OPPORTUNITIES (NON-DEGREE)

### Professional Counselor Licensure Series

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

### Student Personnel Services/School Counselor Certificate Program

This program is designed for those seeking state school counselor certification but do not need to complete the master's degree. Each student's academic and experience background is assessed in terms of specific state certification requirements.

### Director of Student Personnel Services

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

### Professional Development Opportunities

Those engaged in professional counseling are invited to enroll in courses of their own selection to further develop or to update their counseling skills and abilities.

## **Master of Arts in Curriculum, Instruction and Supervision**

(36 semester hours)

This degree program seeks students who wish to develop their instructional leadership capacities in educational settings. The program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. The program is based upon leadership standards established by the Educational Leadership Constituent Council (ELCC). These standards emphasize performance-based learning opportunities in the areas of articulating and implementing a vision for learning, promoting an effective instructional program, managing resources for a safe learning environment, collaborating with families and community members, promoting the success of all students in an ethical manner, and recognizing the influence of the larger political, social, economic, legal, and cultural context. The program prepares students for formal instructional supervisory roles by emphasizing the knowledge, skills and dispositions needed to assume leadership responsibilities for school and district-wide improvement initiatives. The program also serves those students who seek a graduate program that will develop their professional capacities as teacher leaders. Increasingly in today's schools, teachers are called upon to coordinate and evaluate curricular programs, assess the outcomes of instruction, support the work of other teachers through mentoring, peer coaching, and collaborative problem solving, contribute to the professional development of the staff through a variety of in-service programs, and to promote a positive climate and culture for learning. A Leadership Growth Projects portfolio will be submitted to document the continuous and sustained accomplishments of the candidates in the appropriate work setting. All students will be given an opportunity to practice and develop their supervisory leadership skills in a culminating internship experience. Upon completing the program, graduates will qualify for the New Jersey Instructional Supervisor Certificate.

## **Application Requirements**

1. Complete the general master's degree application requirements;
2. A minimum 2.5 undergraduate GPA is required for admission.
3. Two letters of recommendation. At least one letter of recommendation from a current district or school administrator and a second letter of recommendation from either another administrator, or an immediate supervisor or a team leader. Students applying from a non-school setting must supply equivalent letters from current supervisors.
4. Submission of an initial personal leadership platform statement in instructional supervision.
5. An interview with the program coordinator.

## **Degree Requirements**

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

1. Meet general master's degree requirements;
2. Develop and refine the personal leadership platform statement throughout the program;
3. Complete all course and program requirements;
4. Satisfy matriculation requirements in accordance with established procedures.
5. Submit the Leadership Growth Projects portfolio;
6. Pass the required comprehensive examination in Curriculum, Instruction and Supervision; and
7. Complete a 100-150 hour internship while enrolled in EDAD-510 Seminar and Practicum in Supervision.

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## Group I-Core Courses

(21 semester hours)

### Curriculum and Instruction Sequence

(9 semester hours)

CURR-531	Curriculum Development and Design
CURR-532	Strategies for Curriculum Change
CURR-538	Instructional Improvement

### Supervision Sequence

(6 semester hours)

EDAD-505	Concepts of Instructional Supervision
EDAD-511	Group Process in Supervision

### Research, Seminar and Practicum Sequence

(6 semester hours)

EDUC-500	Introduction to Research
EDAD-510	Seminar and Practicum in Supervision

## Group II-Foundation Courses

(6 semester hours)

### Educational Psychology Electives

(3 semester hours)

EDPS-503	Human Growth and Development
EDPS-507	Advanced Educational Psychology
EDPS-508	Psychology of Cognitive Processes and Learning
EDPS-512	Psychology of Exceptionality
EDPS-530	Psychology of Learning Disabilities
GLTP-500	Conceptual Frameworks in Teaching and Learning

### Educational Foundation Electives

(3 semester hours)

EDUC-515	School and Society
EDSO-510	Sociological and Cultural Foundations of Education

## Group III-Electives

(9 semester hours)

BSED-504	Curriculum Strategies and Evaluative Concepts in Business Education
BSED-506	Administration and Supervision of Business and Vocational Education
BSED-519	Directed Study and Research in Business Education
BSED-525	Dynamics of the American Free Enterprise System
BSED-530	Emerging Instructional Strategies in Business Education
CURR-533	Elementary School Curriculum
CURR-534	Secondary School Curriculum
CURR-535	Theory and Practice of Bilingual Education
CURR-536	Special Studies in Curriculum, Instruction and Supervision
CURR-537	Early Childhood Curriculum Models and Methods
CURR-544	Modern Developments in the Teaching of Foreign Languages
CURR-545	The Middle School Curriculum
CURR-546	Practicum in Classroom Inquiry
CURR-547	Practicum in Classroom Learning
GLTP-510	Curriculum and Teaching in the Elementary School I
GLTP-515	Curriculum and Teaching in the Elementary School II
GLTP-520	Curriculum and Teaching in Secondary Schools
CURR-600	Independent Study and Research in Curriculum, Instruction and Supervision
EDAD-501	Concepts of Educational Administration
EDAD-507	School Law
EDAD-513	Human Resource Development in Educational Settings
EDAD-515	Mentoring Beginning Teachers
EDSO-501	Community Agencies
READ-501	Psychology and Pedagogy of the Reading/Language Arts Process
READ-502	Curriculum, Instruction and Supervision in Reading /Language Arts Process

- READ-503 Content Reading in High School, College and Continuing Education
- READ-507 Survey of Curriculum and Materials in Reading/Language Arts
- READ-508 Literacy and the Bilingual/Bicultural Child
- READ-510 Foundations of Linguistics and Psycholinguistics
- READ-511 Research into and Survey of Literature for Children
- READ-512 Adolescent Literature
- SPED-510 Instructional Practices for Students with Mild Disabilities
- SPED-511 Instructional Practices for Students with Severe Disabilities
- SPED-520 Collaboration, Consultation, and the Inclusive Classroom
- SPED-530 Positive Behavior Support

Other courses permitted with approval of advisor and program coordinator.

## **Supervisor Certification Program for New Jersey**

This program is designed for experienced and fully-certified teachers 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 the highest professional standards and values. Students should note that the recommended courses exceed minimum New Jersey (12 credits) requirements for the supervisor's certificate.

Admission to the program requires the following: 1) a standard New Jersey teacher's certificate or its equivalent; 2) three years of approved teaching experience; 3) a master's degree from an accredited institution; and 4) current recommendations from two educational leaders, to include one's department chair, principal, and/or superintendent.

## **Master of Arts in Educational Administration**

(36 semester hours)

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

The Option I Sequence prepares candidates for leadership positions as a principal, assistant principal, director, or supervisor. The Option I Sequence is approved by the State of New Jersey to meet the established degree requirements for candidates for leadership positions in public schools. The supervisor certificate is issued by the state to applicants upon graduation. Passing the current state examination for certification and fulfilling all mentorship experiences after graduation are requirements to achieve permanent certification as a school administrator in New Jersey. Certification in Pennsylvania as an Elementary or Secondary Administrator currently requires either a program of eight leadership courses or completion of a Master of Arts Degree in Educational Administration. Either a focused course sequence or the Option I Degree Program Sequence taken at Rider meets Pennsylvania requirements. Passing the required state licensure examination is an additional requirement for Pennsylvania certification as a school administrator.

The Option II Sequence at Rider is designed for the candidate seeking a career as a school business administrator. The Option II Sequence leads to the degree with a focus in school business administration. Certification as a school business administrator in New Jersey currently requires either a Master of Arts in Educational Administration or a sequence of courses beyond the bachelor's degree. Proposed changes in state code are expected to eliminate the course sequence as a possible certification route, making Rider's Option II Degree Sequence program a route to the state certificate.

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

## Admission Requirements

1. Complete the general master's degree application requirements;
2. A minimum 2.5 undergraduate GPA is required for admission.
3. Two letters of recommendation. At least one letter of recommendation from a current

district or school administrator and a second letter of recommendation from either another administrator, or an immediate supervisor or a team leader. Students applying from a non-school setting must supply equivalent letters from current supervisors.

4. Submission of an initial personal leadership platform statement in educational administration.
5. An interview with the program coordinator and a recommendation for acceptance into a sequence of study.

## Degree Requirements

1. Meet general master's degree requirements;
2. Reference the ISLLC and ELCC Standards throughout the program;
3. Develop and refine the personal leadership platform statement throughout the program;
4. Complete all course and program requirements;
5. Satisfy matriculation requirements in accordance with established procedures;
6. Submit the Leadership Growth Projects Portfolio;
7. Pass the required comprehensive examination in educational administration; and
8. Complete a 100-150 hour internship while enrolled in EDAD-591 Seminar and Practicum in Educational Administration.

## Administration and Supervision Degree Program – Option I Sequence

The 36 semester hours of coursework in the Option I Sequence is organized in four main areas: Administration and Leadership (18 credit hours); Supervision (6 credit hours); Curriculum and Instruction (9 credit hours); and, Foundations (3 credit hours). This program is designed to prepare school principals, assistant principals, directors, and supervisors and leads to state certification. This option also prepares leaders for settings other than those in public and private schools.

## **Group I--Administration and Leadership**

(18 credit hours)

- EDAD-501 Concepts of Educational Administration
- EDAD-513 Human Resource Development
- EDAD-514 Information Systems/Finance
- EDAD-507 School Law
- EDAD-521 Data Analysis and Administration in Educational Settings
- EDAD-591 Practicum in Educational Administration

## **Group II - Supervision**

(6 semester hours)

- EDAD-505 Concepts of Instructional Supervision
- EDAD-511 Group Process in Supervision

## **Group III - Curriculum and Instruction**

(9 semester hours)

- CURR-531 Curriculum Development and Design
- CURR-538 Instructional Improvement
- CURR-548 Issues in Special Needs and Multicultural Education

## **Group IV - Foundations**

(3 semester hours)

- EDUC-515 School and Society

## **School Business Administration (Option II)**

(36 semester hours)

Designed to prepare certified school business administrators, the program includes a core shared by the administration and supervision program Option I.

## **Group I - Administration**

(18 semester hours)

- EDAD-501\* Concepts of Educational Administration
- EDAD-507\* School Law
- EDAD-513\* Human Resource Development in Education
- EDAD-514\* Information Systems/Finance in the Educational Setting
- EDAD-521\* Data Analysis and Administration in the Educational Settings
- EDAD-591 Seminar/Practicum in

Educational Administration

## **Group II - Supervision and Curriculum**

(6 semester hours)

- EDAD-511 Group Process in Supervision
- CURR-532 Strategies of Curriculum Change

## **Group III - School Business Administration**

(9 semester hours)

- EDAD-508\* School Business Administration
- EDAD-509\* School Finance
- EDAD-512\* School Plant Planning

## **Group IV - Foundations**

(3 semester hours)

- EDUC-515 School and Society

## **Master of Arts in Human Services Administration**

(39 semester hours)

Built on a human relations foundation, human services administration programs are designed for individuals from diverse educational and employment backgrounds. Programs foster and develop leadership skills in people who interact with other people toward the accomplishment of organizational goals. Letters of recommendation must be from qualified professionals and/or academics from the applicant's major field.

This degree is designed primarily for those who seek to understand and practice the full range of sound administrative concepts in settings such as non-profit organizations and other non-school and non-corporate management environments.

Key to this program is the development of a number of competencies, including:

- a comprehensive view of the theories, concepts and ideas related to organizational behavior;
- an understanding of the processes and applications of decision-making;
- a knowledge of human relations, legal issues and application of the dynamics of interpersonal skills;
- a proficiency in budgeting and financial management;
- a broad analysis of the external political, economic and legal environment in which

- organizations function;
- the ability to direct administrative research and to use research findings in decision-making and program evaluation;
  - a capacity in organizational information systems and data administration;
  - use of strategic and long-range planning as an analytical administrative tool;
  - a proficiency in written and oral communication capabilities;
  - appropriate field experiences that link conceptual analysis with applied situations.

## Admission Requirements

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

1. Complete the general master's degree application requirements;
2. An undergraduate degree with a minimum GPA of 2.5. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;
3. Two current professional letters of recommendation. The letters should be from people who can evaluate your academic abilities, dependability and responsibility.
4. An interview with the program coordinator.

## Degree Requirements

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

## Course Requirements

### Group I - Core Courses - required (24 semester hours)\*

HSAD-500	Concepts of Administration
HSAD-516	Political and Legal Environments of Organizations
HSAD-517	Economic Concepts of Administration
HSAD-526	Concepts of Research
HSAD-527	Information Systems and Data Administration
HSAD-536	Group Process in Supervision
HSAD-537	Human Resource Development
HSAD-546	Concepts of Budget and Finance Systems

### Group II - Elective Courses (12 semester hours)\*\*

HSAD-509	Communications in Human Service Administration
HSAD-519	Long-Range Planning
HSAD-521	Data Analysis
HSAD-539	Labor Relations
HSAD-547	Budgeting Applications
HSAD-549	Capital Budgeting/Long Term Financing
HSAD-560	Independent Study and Research in Human Services Administration
HSAD-563	The Administration of Justice
HSAD-565	Seminar on Selected Topics
HSAD-569	Administering Health Systems
HSAD-575	Contemporary Ethics in Human Services Organizations
HSAD-580	Financial Administration in Health and Community Services
HSAD-581	Human Resource Administration and Labor Relations in Health and Community Services
HSAD-582	Health and Community Services Supervisory Administration
HSAD-583	Legal Issues in Health and Community Services Administration

\*\* Elective courses are open to students in human services administration program and other programs.

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## Group III - Capstone course - required

(3 semester hours)

HSAD-559 Seminar Project

## Group IV - Field Experience

(determined by advisor)

HSAD-570 Internship

For those students admitted without significant administrative experience, there is an internship of three to six semester hours that may be required. In addition, to be considered for matriculation, a student must have successfully completed either HSAD-500 or HSAD-516 and either HSAD-536 or HSAD-537.

## Human Services Administration

### Certificate Programs

(9-15 semester hours)

For those who are interested in certificate programs connected with the human services administration master's degree program, four concentrations have been developed. Successful completion of the following sequence of courses in these options will provide students certificates issued.

Students may elect to enter the certificate programs to obtain the certificate only or to obtain the certificate and use the applicable certificate courses toward the master's degree in human services administration.

### Certificate in Budgeting and Financial Administration

(9 semester hours)

HSAD-546 Concepts of Budget and Finance Systems

HSAD-547 Budgeting Applications

HSAD-549 Capital Budgeting and Long-Term Financing

### Certificate in Health and Community Services Administration

(9 semester hours)

HSAD-565 Seminar on Selected Topics in Gerontology

HSAD-569 Administering Health Systems

HSAD-580 Financial Administration in Health and Community Services

HSAD-581 Human Resource Administration and Labor Relations in Health and Community Services

HSAD-582 Health and Community Services Supervisory Administration

HSAD-583 Legal Issues in Health and Community Services Administration

### Certificate in Information Systems and Data Administration

(9 semester hours)

HSAD-521 Data Analysis

HSAD-527 Information Systems and Data Administration

HSAD-565 Seminar on Selected Topics (Information System/Data Administration in the DBMS Environment, and Information Centers and the Administrator)

### Certificate in Advanced Governmental Administration

(15 semester hours)

HSAD-500 Concepts of Administration

HSAD-516 Political and Legal Environments of Organizations

HSAD-517 Economic Concepts of Administration

HSAD-527 Information Systems and Data Administration

HSAD-547 Budgeting Applications

## Master of Arts in Reading/Language Arts

(36 semester hours)

This degree program prepares students to become reading specialists and teachers of reading in schools and other settings. The program is approved by the New Jersey State Board of Education for preparation of certified reading specialists and teachers of reading. Because the program is nationally accredited, graduates qualify for reading specialist certification in states across the country including Pennsylvania, New York, and Delaware.

The program incorporates a theory-based curriculum that defines reading and writing as language processes. Translation of the theoretical base occurs in three practicum experiences in the Rider University Center for Reading and Writing, a learning center considered one of the best in the nation. In this setting, students assess students with disabilities in language, learning, reading and writing, listening and speaking, and also students who are gifted in these areas as well. Remedial, developmental and gifted programs are used in the Center with children of all ages, grades, and abilities. The experiences in the Center replicate, as much as possible, a classroom as well as a basic skills and resource room setting. A professional faculty trained in this integrated language arts approach and certified as reading specialists assist and supervise in the training process.

## Admission Requirements

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

1. Complete the general master's degree application requirements;
2. An undergraduate degree with a minimum GPA of 2.5. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;
3. Two current professional letters of recommendation; and
4. An interview with the program coordinator.

## Degree Requirements:

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

## Group I - Foundations of Reading/Language Arts

(21 semester hours)

- READ-501 Psychology and Pedagogy of the Reading/Language Process
- READ-502 Curriculum, Instruction and Supervision in Reading /Language Arts
- READ-503 Content Reading in High School, College and Continuing Education
- READ-504 Diagnosis of Reading/Language Abilities and Disabilities: Seminar and Practicum
- READ-505 Supervised Practicum/Clinical Work in Reading/Language Arts
- READ-508 Reading and the Bilingual/Bicultural Child
- READ-509 Advanced Supervised Practicum/Clinical Work in Reading/Language Arts
- READ-600 Independent Study and Research in Reading/Language Arts

## Group II - Literature and Language Foundations

(6 semester hours)

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

- READ-510 Foundations of Linguistics and Psycholinguistics
- And one of the following:
- READ-511 Research Into and Survey of Literature for Children
- READ-512 Adolescent Literature

## Group III - Educational Foundations

(3 semester hours)

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

## Group IV - Research and Measurement Foundations

(6 semester hours)

EDUC-500 Introduction to Research  
EDPS-506 Testing and Measurement  
Techniques in Reading/  
Language Arts

## Group V - Educational Psychology

(3 semester hours)

EDPS-507 Advanced Educational  
Psychology  
EDPS-512 Psychology of Exceptionality  
(preferred)

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

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

## Master of Arts Degree in Special Education

(39 semester hours)

The Master of Arts in Special Education Program is designed to prepare certified teachers to teach students with special needs in a variety of settings. This program provides opportunities for students to understand the nature and causes of disabilities, become familiar with agencies and resources for persons with disabilities, and learn best practices and materials for teaching students with disabilities. This knowl-

edge base, combined with a variety of shared experiences, provides opportunities for teachers to develop their expertise and become confident in their ability to work with students with special needs and become leaders in meeting the challenges of diverse classrooms.

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

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

## Admission Requirements

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

The following criteria must be met:

1. Complete the general master's degree application requirements;
2. An undergraduate degree with a minimum GPA of 2.75. Applicants who have completed graduate level courses must have a minimum GPA of 3.0 in their graduate courses;
3. Two current professional letters of recommendation. At least one letter from a district or school administrator or immediate supervisor.

## Degree Requirements

1. Meet general master's degree requirements;
2. Successful completion of all academic and field requirements;
3. Completion of 39 (33 for those with existing New Jersey Teacher of the Handicapped certification) graduate semester hours with a minimum GPA of 3.00 on a 4.0 scale;

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4. Successful completion of 100 hours of field experience;
5. Students must successfully pass a comprehensive examination covering knowledge and skills related to the field of special education; and
6. Satisfaction of all requirements for matriculated status. Students may apply for matriculation when they have completed 9-15 credits in the program. Applicants for matriculation will be considered based on academic progress and demonstration of professionalism.

## Course Requirements

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

Upon completion of the courses marked in bold, students will be eligible for the teacher of the handicapped endorsement by the State of New Jersey.

### Group 1 - Introductory Courses

(6 semester hours)

EDPS-512	Psychology of Exceptionality
EDPS-530	Psychology of Learning Disabilities

### Group 2 - Core Courses

(21 semester hours)

(Prerequisites for all courses in this section are EDPS-512 and EDPS-530)

EDPS-531	Assessment for Instruction in Special Education*
SPED-510	Instructional Practices for Students with Mild Disabilities
SPED-511	Instructional Practices for

SPED-520	Students with Severe Disabilities Collaboration, Consultation, and the Inclusive Classroom
SPED-525	Transition to Adult Life
SPED-530	Positive Behavior Support
EDSO-501	Community Agencies: Referral Sources for Clients and Special Needs Students

### Group 3 - Educational Foundations

(6 credits)

EDUC-500	Introduction to Research
EDSO-510	Sociological and Cultural Foundations of Education

### Group 4 - Electives

(3 credits)

EDPS-570	Interventions for Children & Adolescents with Special Needs
EDPS-508	Psychology of Cognitive Processes of Learning
READ-502	Curriculum, Instruction, and Supervision in Reading/ Language Arts (Majors section)

### Group 5 - Capstone Course

(3 credits)

SPED-590	Professional Seminar in Special Education
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## Teacher of the Handicapped

### Certification Program

(18 semester hours)

The graduate education certification program for teacher of the handicapped will provide the 18 semester-hour credits required by the State of New Jersey for endorsement as a teacher of the handicapped for someone who is already fully certified as a teacher. Students will be required to take the following courses in each of three cited areas. These courses should be taken in order according to the following sequence, with the exception of EDSO-501, which may be taken at any time in the program.

## Applications Requirements

1. A completed application form with application fee.
2. Official transcripts from all colleges and universities attended.
3. Two current letters of recommendation. At least one letter from a district or school administrator or immediate supervisor.
4. Applicants must currently hold a regular New Jersey instructional certificate in another field.

## Course Requirements

### Nature and Causes of Disabilities

(6 semester hours)

- EDPS-512 Psychology of Exceptionality  
EDPS-530 Psychology of Learning Disabilities

### Practices and Materials in Teaching the Handicapped

(9 semester hours)

- EDPS-531 Assessment for Instruction in Special Education  
(Note: EDPS-531 is a prerequisite for SPED-510)
- SPED-510 Instructional Practices for Children with Disabilities
- EDPS-530 Positive Behavior Support

### Resources and Community Agencies Available for Teaching the Handicapped

(3 semester hours)

- EDSO-501 Communities Agencies: Referral Sources for Clients and Special Needs Students

## Certification and Endorsement Programs

We offer a number of programs for individuals who are not seeking a degree, but who want to fulfill state requirements for a certification or endorsements. Some of these certifications have been presented in the section on Master's degrees within the appropriate program. Three

of them are not associated with a Master's degree and are presented here: Graduate Level Teacher Certification, P-3 Certification and Endorsement and Teacher-Coordinator of Cooperative Vocational-Technical Education Programs.

## General Application Requirements

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

## Graduate-Level Teacher Certification Program

The Department of Graduate Education and Human Services has designed a graduate-level program suited for college graduates seeking the initial teaching certificate. The Graduate-Level Teacher Certification Program is appropriate for applicants who have a proven record of academic performance, who are committed to the ideals of the teaching profession and who have the potential to succeed as a teacher. Rider offers a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time enrollees who take one or two courses per semester. The teaching internship requires full-time enrollment.

Each subject specialty has a prerequisite equivalent of a matching liberal arts and science undergraduate major (i.e., a minimum of 30 semester hours and appropriate distribution of courses in the field related to the certification field). The elementary education prerequisite is any liberal arts and science major (or its equivalent-30 semester hours). Programs are approved by the New Jersey State Board of Education for teacher certification, and because they are also nationally accredited, qualify students for teacher certification in states across the country, including Pennsylvania and New York. Teacher certification programs are offered in the

following areas:

- Business (K-12)
- Early Childhood (P-3)
- Elementary Education (K-5)
- English Language Arts Education (K-12)
- Mathematics Education (K-12)
- Science Education (K-12)
- Social Studies (K-12)
- World Language  
(French, German, Spanish; K-12)

## Application Requirements

Each candidate will be reviewed for both academic and personal qualifications to judge potential for success as a teacher. Admission is competitive; therefore, the points listed below represent minimum criteria for acceptance and do not guarantee acceptance. Admission requirements for the Graduate-Level Teacher Certification Program include the following criteria:

1. A bachelor's degree from an accredited institution;
2. A 2.75 cumulative grade point average or above from undergraduate studies;
3. The elementary education certification prerequisite is any liberal arts and science major or its equivalent (30 semester hours). Each subject specialty certification (English Language Arts, for example) has a prerequisite equivalent of a corresponding liberal arts and science undergraduate major or equivalent (that is, a minimum of 30 semester hours and appropriate distribution of courses in the field related to the certification field);
4. Nine undergraduate or graduate credits in courses from the behavioral sciences (psychology, educational psychology, sociology, educational sociology, social psychology, or cultural anthropology);
5. A passing score on the Praxis exam designated for the New Jersey state certification being sought;

6. Evidence of interest in teaching through such experiences as parent-teacher organization activities, substitute teaching, serving as a teaching aide, camp counseling, coaching, etc;
7. A formal interview with the admissions committee.

Candidates who meet the admission requirements will be invited to a scheduled interview. Upon the favorable recommendation of the admissions committee, candidates are accepted into the program.

## Certification Requirements

Once students in Rider University's Graduate Education and Human Services' GLTP program successfully complete the entire certificate program and pay for the intended certificate, the School of Education will notify the New Jersey State Department of Education. The State Department of Education then issues to candidates a Certificate of Eligibility with Advanced Standing (CEAS) that permits candidates to be hired by any district in New Jersey. After completing a full year of successful teaching under the employment of a school or school district, candidates are issued a permanent New Jersey teaching license.

Students seeking out-of-state certification will find that completing our NCATE-approved program will enable them to become certified immediately in many states. Since each state has its own requirements for teacher certification, candidates should contact Rider University's Office of Field Placement in Memorial Hall 116 for determining out-of-state certification requirements and state reciprocity agreements.

## Course Requirements

All programs consist of four developmentally-sequenced courses that culminate in a seminar and teaching internship.

## Graduate-Level Teacher Certification Program (GLTP)

1. GLTP-500 Conceptual Frameworks for Teaching and Learning
2. GLTP-502 Curriculum and Instruction in Reading/Language Arts:  
Early Literacy or  
GLTP-503 Curriculum and Instruction in Reading/Language Arts:  
Literacy and Learning in Content Areas or  
ECED-507 Emergent Literacy P-3
3. GLTP-510 Curriculum and Teaching in the Elementary School: Math, or  
GLTP-520 Curriculum and Teaching in the Secondary School, or  
ECED-522 Observation and Assessment in Early Childhood Education
4. GLTP-515 Curriculum and Teaching in Elementry Schools:  
Science, Social Studies, and the Arts, or  
GLTP-504 Teaching of English Language Arts in Secondary Schools; or  
GLTP-505 Teaching Social Studies in Secondary Schools; or  
GLTP-506 Teaching Science in Secondary Schools; or  
GLTP-507 Teaching Mathematics in Secondary Schools; or  
EDUC-521 Teaching a Second Language, or  
BSED-530 Emerging Strategies in Business Education or  
BSED-515 Teaching Business Subjects; or  
ECED-540 Developmental Curriculum/Materials in Early Childhood Education
5. GLTP-570 Seminar and Internship in Teaching; or  
GLTP-571 Supervised Practicum in Teaching

## Early Childhood Education P-3 Endorsement Program

The following five courses constitute this fifteen (15) graduate credit endorsement program for candidates who already possess valid New Jersey teaching certificates in elementary education:

- |          |   |
|----------|---|
| ECED-522 | Observation and Assessment in Early Childhood Education             |
| ECED-507 | Emergent Literacy P-3   |
| ECED-540 | Developmental Curriculum and Materials in Early Childhood Education |
| EDSO-501 | Community Agencies  |
| CURR-547 | Practicum in Classroom Learning                                     |

## Teacher-Coordinator of Cooperative Vocational-Technical Education Programs

This program prepares students for New Jersey certification as a teacher-coordinator of cooperative vocational teacher education programs. The program requires 12 semester hours (with a minimum of nine (9) credits earned at Rider), distributed as follows:

- |          |   |
|----------|---|
| BSED-504 | Curriculum Strategies and Evaluative Concepts of Business Education |
| BSED-508 | Organizing and Administering Cooperative Work Experience Programs   |
| BSED-509 | Principles and Strategies of Vocational and Cooperative Education   |
| COUN-505 | Vocational/Career Development                                       |

## Selective Retention in Graduate Level Teacher Certification

The Graduate-Level Teacher Certification Program conducts reviews of students' professional growth throughout the program. The program may refer a student to the Faculty Committee on Professional Development in Teacher Education whose charge is to conduct a special evaluation of individuals enrolled in teacher education programs. The committee

must ensure that only those students who show promise of success in the teaching profession will be allowed to continue in the teacher education programs.

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

## Application Dates

The dates for submission of all credentials are May 1 for fall semester admission consideration, November 1 for spring semester admission consideration, and April 1 for summer admission consideration; however, applicants are urged to submit their credentials well before these dates, as program capacity may have already been met by these due dates. Completed applications received after the official due date may be given consideration pending program capacity availability. Individuals whose credentials are not complete by the due date cannot be guaranteed the required admissions interview.

## Admission Status

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

### Graduate Standing

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

### Conditional Standing

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

### Special Standing

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

### Matriculation (admission to candidacy)

Admission to graduate study does not guarantee admission to candidacy for an advanced degree. On recommendation of the Department of Graduate Education and Human Services, a student may be admitted to candidacy for the degrees of Educational Specialist or Master of Arts provided the student meets the following qualifications:

For all programs, the candidate must file a formal application for admission to candidacy with the chair of the graduate department. A personal interview is then conducted with each candidate. Its purpose is to supplement the formal application in furnishing the graduate department a satisfactory basis for evaluating the candidate's personal and professional fitness to continue in the program.

The candidate must have completed nine (9) semester hours of graduate-level courses attaining an average grade of B (3.0) or above at Rider. Application to degree candidacy may not be postponed beyond fifteen (15) hours of graduate study. A student who does not file for matriculation once he/she has completed fifteen (15) semester hours of graduate study at Rider risks having these additional credits not be accepted toward degree completion.

For students in the counseling services program, the following requirements exist: the matriculation rating form will be completed by all professors who have had professional contact with candidates through courses, research, advising and supervision. Candidates with a GPA of 3.0 or higher and an average score of 3.0

or higher on the Matriculation Rating Form will undergo a matriculation interview with their advisor, unless issues of professional competency have been raised by any professor. Such students will undergo a personal interview with a matriculation committee. Candidates whose score on the Matriculation Rating Form is below 3.0 and/or have a GPA below 3.0 must undergo a personal interview with a matriculation committee.

## Transfer of Credit

Upon application to and before admission to any graduate degree program in education and human services, students may request transfer of up to 12 semester hours of graduate credits completed at an accredited institution. These credits must have been earned within six years of the date of credit transfer approval. All transfer credits must be approved by the advisor and the department chair by the time of being matriculated. 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 and human services 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. Courses approved for transfer into a degree program will not be added to the student's transcript until he or she has been admitted to candidacy.

## Course Repeat Policy

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

## Comprehensive Examination

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

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

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

## Application for Comprehensive Examination and Graduation

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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 and human services.

## Dismissal

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Any of the following situations will result in the automatic dismissal of a student working toward a graduate degree:

- Receiving two grades of F in graduate course work;
- Receiving any grade of C (C+, C, or C- or lower) in more than two graduate courses;
- Not achieving candidacy because of a grade point average of less than 3.0;

The Department of Graduate Education and Human Services reserves the right to dismiss any student when, in the judgment of the faculty or the officers of Rider, such action seems advisable.

## **Business Education (BSED)**

### **BSED-504 Curriculum Strategies and Evaluative Concepts in Business Education**

3 credits

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

### **BSED-506 Administration and Supervision of Business and Vocational Education**

3 credits

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

### **BSED-508 Organizing and Administering Cooperative Work Experience Programs**

3 credits

An overview of the current administrative and instructional strategies used in organizing and administering cooperative work experience programs at the secondary and post-secondary levels. Up-to-date concepts are reviewed relative to program approval, teacher coordinator certification, work agreements, labor laws, funding, reporting supervision of student learners, relat-

ed instruction, student wages, and vocational student organizations. Current instructional materials are reviewed and evaluated. Improvement in the organization and administration of cooperative work experience programs is the primary goal.

### **BSED-509 Principles and Strategies of Vocational and Cooperative Education**

3 credits

Designed as one of the specialized courses in the preparation of business and marketing education teachers and teacher-coordinators of cooperative work experience programs. The philosophy and history of education for and about work, including technology, are studied along with the principles and strategies for organizing and administering vocational cooperative education programs.

Developmental/reflective evaluative techniques will be applied for the assessment of self, students, instruction and selected case studies. Current instructional concepts, organizational and administrative strategies, legislative enactments, and regulations pertaining to the employment of youth are included. Special attention is given to the role of vocational student organizations and advisory committees.

### **BSED-519 Directed Study and Research in Business Education**

1-3 credits

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

## **BSED-521 Issues and Trends in Information Processing**

3 credits

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

## **BSED-525 Dynamics of the American Free Enterprise System**

3 credits

Examines the significant factors influencing the structure and dynamics of our free enterprise system. Particular emphasis is given to the impact of the free enterprise system as related to the consumer, worker, investor, business, government, ecology, and technology. The primary purpose of this course is to provide teachers with a better understanding of the free enterprise system so that they will be more knowledgeable in this respect and, in turn, be more effective when teaching for and about business.

## **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.

## **BSED-580 Externship in Office Administration**

6 credits

Designed to enable experienced business education teachers to acquire actual work experience in an office setting. Supervised by a qualified work-experience coordinator, arrangements are made with a cooperative employer to provide a paid professional office work experience to familiarize the student with current practices and procedures in the modern office. Weekly class seminars are conducted to relate office work practices to the students' specialized fields.

## **BSED-590 Contemporary Issues in Business Education**

3 credits

A review, synthesis, and analysis of current research in the field of business education and office administration. Designed as the capstone course in the master's degree program, a forum is provided for in-depth investigation and discussion relative to the entire field of business education. Consultants and experts are invited as seminar speakers. Students are required to conduct an intensive study in one or more specialized areas compatible with their professional interests. Improvement of personal professional development is the primary goal. Prerequisite: completion of 21 credits toward the master's degree.

## Counseling (COUN)

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### **COUN-500 Introduction to Counseling Services**

3 credits

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

### **COUN-503 Group Counseling**

3 credits

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

### **COUN-505 Vocational/Career Development**

3 credits

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

### **COUN-510 Approaches to Family Counseling**

3 credits

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

### **COUN-515 Substance Abuse Counseling**

3 credits

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

### **COUN-516 Co-Dependency and Treatment**

3 credits

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

## **COUN-520 Multicultural Counseling and Relationship Development**

3 credits

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

## **COUN-525 Gender Issues in Counseling**

3 credits

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

## **COUN-530 Legal and Ethical Issues in Counseling and Psychotherapy**

3 credits

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

## **COUN-535 Holistic Wellness Counseling**

3 credits

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

## **COUN-550 Counseling Techniques Laboratory**

3 credits

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

## **COUN-580 Elementary School Counseling Practicum**

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. Prerequisites: To be taken semester prior to COUN-590.

## **COUN-581 Secondary School Counseling Practicum**

A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor-in-training with the

opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students. Prerequisite: To be taken semester prior to COUN-590.

## **COUN-585 Individual Counseling Practicum**

3 credits

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

## **COUN-586 Group Counseling Practicum**

3 credits

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

## **COUN-590 Internship in Counseling I**

3 credits

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

## **COUN-591 Internship in Counseling II**

3 credits

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

## **COUN-600 Independent Study and Research in Counseling Services**

3 credits

## **COUN-660 Counseling Supervision: Issues, Concepts and Methods**

3 credits

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

## **COUN-690 Internship in Counseling Specialty I**

3 credits

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

## **Counseling Psychology (CNPY)**

### **CNPY-502 Counseling Psychology Theories**

3 credits

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

### **CNPY-503 Psychological Development of the Adult and Aging**

3 credits

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

### **CNPY-513 Psychology of Personality**

3 credits

A study of critical psychological issues underlying all theories of personality development and deviation as well as an exploration, comparison, and contrast of major existing personality theories. This includes a review of Freud's psychoanalytic framework, ego-psychological, constitutional, organismic, learning, cognitive-structural, and existential theories.

### **CNPY-514 Psychopathology**

3 credits

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

### **CNPY-515 Consultation in School and Agency Settings**

3 credits

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

### **CNPY-516 Advanced Psychopathology**

3 credits

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

## Curriculum, Instruction and Supervision (CURR)

### **CURR-531 Curriculum Development and Design**

3 credits

The impact of philosophy, society, learning theory, child growth and development, and knowledge forces on curriculum development, K-12. Alternative curriculum designs are explored along with approaches related to the selection of learning experiences, organization for instruction, and the evaluation of curriculum outcomes.

### **CURR-532 Strategies for Curriculum Change**

3 credits

Emphasizes the development of operational skills and knowledge necessary to effect curriculum change. Examines the socio-political context of curriculum change along with a consideration of alternative approaches to organizing schools for curriculum change. In addition, an analysis is made of teacher and supervisory roles in creating curriculum improvements. Techniques for evaluating curriculum change are discussed along with strategies for improving human relations and communication in the change process. Prerequisite: CURR-531.

### **CURR-533 Elementary School Curriculum**

3 credits

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

### **CURR-534 Secondary School Curriculum**

3 credits

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

### **CURR-535 Theory and Practices of Bilingual Education**

3 credits

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

### **CURR-536 Special Studies in Curriculum, Instruction and Supervision**

3 credits

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

### **CURR-537 Early Childhood Curriculum Models and Methods**

3 credits

This course covers theories, philosophies, and practices of early childhood curriculum development. Issues included will be: evaluation of children's developmental levels and their progress; development of educational objectives; examination of existing curriculum materials and the design of new ones; inclusion of parents in the classroom and program policy-

making; adaptation of methods for special populations – bilingual, low-income minority, special needs, and gifted children. Prerequisite: CURR-531.

## **CURR-538 Instructional Improvement**

3 credits

This course establishes the relationship between curriculum purposes and instructional strategies. Emphasis is placed on analyzing and using various models of instruction to meet the expectations embodied in curriculum standards. Students explore the techniques for differentiating instruction to respond to a variety of student needs and curricular objectives. Models for classroom discipline and management are analyzed and treated in the context of the instructional program. Students are expected to assess instruction from the perspectives of analyzing research findings on effective practices, realizing curriculum standards, establishing appropriate staff development agendas and providing forms of supervisory support. Applications to actual classroom and school settings is stressed. Prerequisite: CURR-531.

## **CURR-544 Modern Developments in the Teaching of Foreign Languages**

3 credits

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

## **CURR-545 The Middle School Curriculum**

3 credits

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

## **CURR-546 Practicum in Classroom Inquiry**

3 credits

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

## **CURR-547 Practicum in Classroom Learning**

3 credits

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

## **CURR-548 Issues in Special Needs and Multicultural Education**

3 credits

This course addresses the curricular and instructional issues involved in multicultural education and students with special needs com-

monly addressed by administrators and other pupil services personnel. The evolving interrelationship between regular and special education is explored with emphasis on the trends toward increased collaboration among school personnel. Curriculum standards, assessment, program alternatives, and individualized plans are discussed. Multicultural issues impacting on the identification of students and establishing appropriate curricular and instructional responses are addressed. Litigation and legislation relating to multicultural issues and special needs are reviewed. Prerequisites: CURR-531, CURR-538.

## **CURR-590 Seminar and Practicum in Curriculum, Instruction and Supervision**

3 credits

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

## **CURR-600 Independent Study and Research in Curriculum, Instruction and Supervision**

1-3 credits

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

## **Early Childhood Education (ECED)**

### **ECED-507 Emergent Literacy P-3**

(3 credits)

Examines perspectives on literacy acquisition including the social-constructivist perspective. Examines the processes of comprehension and composition through the language systems for written language: the grapho-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-522 Observation and Assessment in Early Childhood Education**

3 credits

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

### **ECED-540 Developmental Methods and Materials in Early Childhood Education**

3 credits

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

## Education (EDUC)

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### **EDUC-500 Introduction to Research**

3 credits

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

### **EDUC-501 Methods and Instruments of Research**

3 credits

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

### **EDUC-502 History of Education**

3 credits

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

### **EDUC-503 Philosophy of Education**

3 credits

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

### **EDUC-511 Educational Foundations: Philosophical/Historical Perspectives**

3 credits

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

### **EDUC-515 School and Society**

3 credits

This course is designed to provide students with a broad examination of the school-society relationship and with the many issues that are part of that relationship. Emphasis is placed on the role of public education with attention to current educational trends and movements, e.g., school reform, school choice, accountability, governance (national, state, local), financing public education, assessment, standards, multi-cultural education, court decisions affecting education, censorship, school safety, violence, etc. Major attention is devoted to the school in the community, analyzing the district's and

community's power structures, communicating to the community the district's/school's vision and mission, developing and implementing a staff communications plan and a community public relations program, communicating with cultural, ethnic, and special interest groups, communicating with the community and the media, implementing an effective plan to involve parents in the development of district/school policies and programs, dealing with community criticism of schools, and the utilization of and responding to electronic and printed news media.

## **EDUC-520 Instructional Linguistics and Second Language Learning**

3 credits

A general linguistics course that stresses a contrastive study of English phonology and morphology, and application to instructional materials and teaching techniques. Also included is a review of recent research in second language. Prerequisite: one foreign language course.

## **EDUC-521 Teaching a Second Language**

3 credits

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

## **EDUC-530 Introduction to Student Affairs in Higher Education**

3 credits

This course is designed to cover a variety of issues associated with the management and administration of student services and programs in higher education. The course will begin with an overview of historical and philo-

sophical foundations of the profession, especially its goal of addressing students' economic, social, developmental, and academic needs. Understanding the characteristics and changing demographics of student populations will be contrasted with the appropriate preparation and continued professional development of the practitioner.

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

3 credits

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

## **Educational Administration (EDAD)**

### **EDAD-501 Concepts of Educational Administration**

3 credits

A basic orientation to and an understanding of the functions of a school administrator. The scope extends from nursery school through grade 12 because all administrators should have an accurate understanding of the objectives, problems and operation of the entire system. Theories, research, concepts, philosophies and principles of administration are studied with particular attention to organizational theory and motivational theory. The centrality of students and their needs, and the stake that society has in the appropriate development of pupils, jointly serve as determinants of actions and plans. The conceptual knowledge acquired is applied to the problems of management experienced by the school principal. Specific management techniques are developed. summer, fall

## **EDAD-502 School Management**

3 credits

The conceptual knowledge acquired in EDAD-501 is applied to the problems of management experienced by the school principal. Reviews the major schools of management thought and studies the major management techniques. Specific attention directed to the following management areas: computer utilization, special education, evaluation, budget, facilities, personnel, and students. Practical applications of theory, research, and literature in the field of management are provided.

## **EDAD-503 School/Community Relations**

3 credits

Examines the constitutional, legal, professional, and ethical relationship of the school and the community in depth. The student is introduced to the many external and internal publics with which modern school administration must deal. The importance of a sound public relations process and policy for the successful operation of a school is detailed. Areas with school and community relations implications such as fiscal constraints, the economy, autonomy of the schools, special education considerations, and the public character of the schools are highlighted.

## **EDAD-505 Concepts of Instructional Supervision**

3 credits

The student concentrates on the conceptual/theoretical foundation for modern supervision. The development of school supervision theory and practice and its relationship to supervision in industry are reviewed. Students are exposed to several supervisory points of view and are urged to adopt an approach to supervision compatible with their own personalities, philosophies, ambitions, and potential. summer, fall, spring

## **EDAD-506 Collective Negotiations in Education**

3 credits

Presents an understanding of the development of the field of negotiations in education. The negotiation process and technical preparation needed by administrators in working with staff and the board of education in this process are studied. Legal trends, evolving issues, and grievance handling are among the specific negotiation areas treated. Considers the relationship of principal and teachers in the process of negotiations. Sample contracts are reviewed. The negotiation process is simulated.

## **EDAD-507 School Law**

3 credits

Examines the legal framework for the operation of the public schools in depth. The implications of constitutional and legislative action, as well as case law, administrative code, and tort liability are studied. Such areas as federal education legislation (including PL 94-142 dealing with special education), and the rights, privileges, duties, and responsibilities of boards of education, administrators, teachers, other staff members, students, and parents are reviewed and analyzed. summer, fall

## **EDAD-508 School Business Administration**

3 credits

Basic principles of the business administration of public school systems are studied. Problems related to the operation of schools, including business management, office organization, budget planning, accounting, insurance, debt service, transportation, food services operations, task planning and temporary investments, supply management, operations, and maintenance, use of the computer for classroom and bus scheduling, enrollment forecasting, personnel and resource forecasting, and management information systems are analyzed. Both a traditional and POB (Program Oriented Budgeting) school budgets are studied.

Resources used will include presentations by general practitioners and follow-up discussions. Classes will be conducted with seminar form. Students will be guided in individualized research projects.

## **EDAD-509 School Finance**

3 credits

Examines the historical background and current patterns of financial support for the public schools in depth. Specific areas of study include sources of revenue, expenditures and indebtedness, major fiscal concerns, local, state, and federal taxation, statutory school budget and fiscal controls, and the role of the school fiscal structure in relation to local, state and federal governments. Advanced study in double entry GAPP accounting constitutes a major portion of this course.

## **EDAD-510 Seminar and Practicum in Supervision**

3 credits

Based on the positive democratic theory of supervision advanced in the introductory course, EDAD-505 Concepts of Instructional Supervision, areas of study in this course include the evolution of instructional supervision, preparation of a supervisor, profile of a successful supervisor, the relationship of supervision to other aspects of school administration, and a projected view of supervision. The work, treated in seminar fashion, is largely individualized, with the requirement that students will develop and engage in a supervised off-campus, field-oriented project that will be reported in class. There is a required paper as part of, and concluding, this project. Prerequisites: EDAD-505 and CURR-531 or CURR-532. fall, spring

## **EDAD-511 Group Process in Supervision**

3 credits

Students study group process theory, research, and literature in relation to the supervisory function in the schools. The primary objective is to help supervisory personnel develop their techniques and individual capacities in the area of helping relationships with their staffs. Procedures and techniques in both individual and group relationships and dynamics are studied. Students are given the opportunity to acquire effective supervisory behavior in these areas by participation in class sessions devoted to the actual uses of the techniques under study. Prerequisite: EDAD-505. summer, fall, spring

## **EDAD-512 School Plant Planning**

3 credits

Students study both the theory and practical application of the relationships between educational facilities and educational programs. Areas include the development of educational specifications, school site selection, barrier-free accommodations, the relationship of building planning to environmental studies and energy conservation, the utilization of school buildings in a time of declining enrollment, selection of an architect, bonding procedures, the selection of equipment, and the planning of various facilities based on curricula and community needs.

## **EDAD-513 Human Resource Development in Educational Settings**

3 credits

This course will develop in the student theoretical and research based knowledge of the personnel administrative function in educational settings. It will help the student develop the skills needed to become leaders in a person-oriented school district. The development of the human resources within the school setting with emphasis on non-instructional employees will be the major thrust of the course. Knowledge of and skills in collective negotiations will be acquired as a secondary emphasis of the course. Prerequisites: EDD-505, EDAD-511. spring

## **EDAD-514 Information Systems/Finance in Educational Settings**

3 credits

This course will provide students with the opportunity to study the fundamentals of budgeting and finance in educational settings and to observe, use and/or develop microcomputer applications for budgeting and financial management. Prerequisite: EDAD-501. summer, fall

## **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 Data Analysis and Administration in Educational Settings**

3 credits

Participants in this course will acquire and/or refine knowledge and skills in microcomputer applications. These skills will enable them to make qualified judgements related to management information system applications such as forecasting, purchasing and scheduling. The microcomputer will be used to apply descriptive and multi-variate statistics to issues in administration. This course will be approximately 2/3 classroom time and 1/3 microcomputer lab time. The course will be organized around using microcomputer applications for critical areas in school administration. Prerequisites: EDAD-501, EDAD-514. fall, spring

## **EDAD-591 Seminar and Practicum in Educational Administration**

3 credits

Seminar and Practicum in Educational Administration is the capstone course in the program. It consists of a series of weekly seminar meetings on campus. Sharing of practical experiences that are being had by the students with critiques by the professor will be held each week. In addition visits by practicing administrators and other school personnel will be scheduled for the purpose of gaining understanding of the relationships that occur among the many positions that are functioning in the school systems. During this semester the final practicum experience will be conducted by each student. This experience will have been previously planned with and approved by the advisor to the student during the pre-practicum experience. A formal contract among the student, Rider and the school setting will be completed before the semester of the experience. The seminar experience will be directed toward the development of an understanding of professional and ethical behavior in the field of administration with the expectation that each student will become aware of the necessity of each administrative decision being made within an ethical setting. Prerequisite: Permission of instructor. summer, fall, spring

## **EDAD-600 Independent Study and Research in Educational Administration**

1-3 credits

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

## **Educational Psychology (EDPS)**

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### **EDPS-502 Psychological Development of the Child and Adolescent**

3 credits

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

### **EDPS-503 Human Growth and Development**

3 credits

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

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

3 credits

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

### **EDPS-507 Advanced Educational Psychology**

3 credits

A critical examination of contemporary learning theory as applied to educational thought

and practice. The psychological, physiological, and sociological foundations of education and training; personality problems encountered by classroom teachers.

### **EDPS-508 Cognitive Processes and Learning**

3 credits

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

### **EDPS-509 Assessment of Intelligence**

3 credits

Introduces students to the theoretical constructs of intelligence and adaptive behavior. Supervised by program faculty, students will gain intensive experience in the administration, scoring, and interpretation of major assessment instruments (e.g., Wechsler Intelligence Scales, Stanford-Binet IV, DAS, WJ-III, Vineland). Students will also examine contemporary research on the use of assessment instruments with individuals from culturally diverse backgrounds. Prerequisites: EDPS-502 or 503, EDPS-508, EDPS-513, and EDPS-520.

### **EDPS-510 Assessment of Behavioral and Social-Emotional Needs**

3 credits

The assessment of personality is reviewed from the context of a comprehensive, ecological model of social-emotional, behavioral, and academic development. Assessment is studied from an empirically based, problem-solving model that links directly to intervention. Students learn to select appropriate assessment tools to

match individual referral questions so as to evaluate the behavioral and social/emotional problems of children and adolescents. Prerequisites: EDPS-502 or 503, SPED-530, CNPY-515, EDPS-513, and EDPS-520.

## **EDPS-511 The Rorschach**

3 credits

The theoretical framework, administration, scoring, and interpretation of the Rorschach test. The particular focus is on the use of the Rorschach in working with children and adolescents. Prerequisites: EDPS-502, EDPS-505, CNPY-513, CNPY-514.

## **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.

## **EDPS-513 Professional Issues in School Psychology**

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

3 credits

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

## **EDPS-521 Statistics and Qualitative Analysis**

3 credits

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

## **EDPS-530 Psychology of Learning Disabilities**

3 credits

This course addresses the origins, concepts, and theories of learning disabilities, including cognitive and academic patterns of student behavior indicative of learning disabilities. The course emphasizes characteristics that distinguish students with disabilities in the areas of language, reading, attention, and organization. Identification of social, emotional, and learning characteristics of children diagnosed as learning disabled is addressed. The course content explores perceptual, language, motivational, and behavioral aspects of children who have learning disabilities. Assessment and intervention strategies for students with learning disabilities are presented. The influence of emotional and sociocultural factors on self-image and academic performance is considered. Legal/ethical issues are addressed as are developmental aspects of learning disabilities.

## **EDPS-531 Assessment for Instruction in Special Education**

3 credits

This course will give students the opportunity to evaluate, select, develop and adapt assessment materials for children with special needs. The legal, cultural, and ethical implications of assessment will be discussed. Administration and interpretation of formal and informal assessments will be addressed. Emphasis will be placed on using assessment information to make decisions about appropriate placement and learning environments, as well as making decisions for effective instruction in the classroom.

## **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 & amnesia; 6) sleeping, dreaming, and circadian rhythms; and 7) the biopsychology of mental health difficulties.

## **EDPS-570 Interventions for Children and Adolescents with Special Needs**

3 credits

This course provides opportunity to expand each student's knowledge and skills in the development of effective interventions to meet academic, behavioral, and social-emotional needs. Currently accepted practices based upon the individual's referral problem will be explored.

Intervention will be approached from a problem-solving model and based on current assessment data. Case studies will be used to link theory and application. Prerequisites: SPED-530, CNPY-515, EDPS-531, EDPS-509, EDPS-510.

## **EDPS-580 Practicum in School Psychology**

3 credits

A seminar in which students learn to integrate results from a full psychological battery into a comprehensive written report. Students are required to evaluate a number of children and adolescents with diverse intellectual, emotional, and cultural organizations. Emphasis on the selection of appropriate assessment instruments, including adaptive functioning and culturally nonbiased tests and the writing of educationally valid reports. Includes an experiential component as well as seminar meetings. Prerequisites: EDPS-505, EDPS-509, EDPS-510.

## **EDPS-581 Practicum in Assessment of Intelligence**

1 credit

This practicum experience provides supervised practice in the administration, scoring, and interpretation of an array of individually administered intelligence tests. Students will be expected to successfully administer, score, and interpret each of the tests introduced in EDPS-509 Assessment of Intelligence and produce a written report to explain the findings. Prerequisites: EDPS-502 or EDPS-503, EDPS-508, EDPS-513, and EDPS-520.

## **EDPS-582 Practicum in the Assessment of Behavioral and Social-Emotional Needs**

1 credit

This practicum experience provides supervised practice using the techniques and methods taught in EDPS-510 Assessment of Behavioral and Social-Emotional Needs. Students will be expected to complete a Functional Behavioral Assessment including recommendations for a behavior intervention plan and a means to monitor and evaluate the target student's progress. Prerequisites: EDPS-502 or EDPS-503, SPED-530, CNPY-513, CNPY-515, EDPS-513, EDPS-520.

## **EDPS-583 Practicum in Consultation in School and Agency Settings**

1 credit

This practicum experience provides supervised practice in the study, implementation, and evaluation of a problem-solving model to provide consultation across school and agency settings. Students will be expected to successfully initiate and lead the 4-step consultation process resulting in a databased intervention. The consultation will be documented in a formal report. Prerequisites: EDPS-502 or EDPS-503 and SPED-530.

## **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 and occur on a half-time basis. This experience includes at least 50 hours of assessment with students with developmental disabilities. 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 or near the end of the student's program. Prerequisites: EDPS-581, EDPS-582, and EDPS-583.

## **EDPS-591 Internship in School Psychology II**

3 credits

The student functions as a school psychologist in a 600-hour approved field placement under the supervision of a certified school psychologist. At least 50 percent of the internship must occur in a school setting and occur on a half-time basis. This experience includes at least 50 hours of assessment with students with developmental disabilities. 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 or near the end of the student's program. Prerequisite: EDPS-590.

## **EDPS-600 Independent Study and Research in School Psychology**

1-3 credits

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

## **Educational Sociology (EDSO)**

### **EDSO-501 Community Agencies: Referral Sources for Clients and Students with Special Needs**

3 credits

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

### **EDSO-510 Sociological and Cultural Foundations of Education**

3 credits

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

## Graduate Level Teacher Preparation (GLTP)

### GLTP-500 Conceptual Frameworks for Teaching and Learning

3 credits

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

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

3 credits

Current strategies for teaching beginning learners vocabulary, comprehension, composition, and language study. Pedagogy for all learners, ranging from gifted to diverse learners. How to manage literacy instruction through content areas in general education in preschool and primary grades. Prerequisite: GLTP-500.

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

3 credits

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

### GLTP-504 Teaching English Language & Arts in Secondary Schools

3 credits

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

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

3 credits

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

### GLTP-506 Teaching Science in Secondary Schools

3 credits

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

### GLTP-507 Teaching Mathematics in Secondary Schools

3 credits

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

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

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

3 credits

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

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

3 credits

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

## **GLTP-520 Curriculum and Teaching in Secondary Schools**

3 credits

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

## **GLTP-570 Seminar and Internship in Teaching**

9 credits

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

## **GLTP-571 Supervised Practicum in Teaching**

3 credits

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

## Human Services Administration (HSAD)

### HSAD-500 Concepts of Administration

3 credits

An overview of the Human Service Administration program, its goals, and its component. This course also develops an understanding of organizational terminology and analysis, such as classic bureaucracy, scientific management, and human relations. The major theoretical and applied contributors of organizational behavior are explored.

### HSAD-509 Communications in Human Services Administration

3 credits

Examines nature of communications, attitudes, values and perceptions, organizational aspects, social structure and opinion formation, frames of reference, contexts and paradigms, communication and influence, persuasion and decision making.

### HSAD-516 Political and Legal Environment of Administration

3 credits

Presents the uniquely American political/legal environments that are the contextual settings for contemporary administrators. The subject matter will consider both the historical and current perspectives of the political/legal systems at all levels. Furthermore, the implications for administrators of both interacting with and impacting on the systems will be discerned. The approach will be multi-dimensional: institutional; procedural; and behavioral.

### HSAD-517 Economic Concepts of Administration

3 credits

This course investigates the roles and functions of government and nonprofit administration within the context of long-term American economic development. Important segments

include: laissez-faire, welfare liberalism and neo-conservatism; macro and microeconomies; and supply and demand. Furthermore, the recent changes in concepts of deregulation and privatization to study their impacts upon human services organizations are considered.

### HSAD-519 Long-Range Planning

3 credits

Consideration of the interests, institutions, and issues critical to strategic and long-range planning and administration. This includes an examination of public/private sector relations, metropolitan and intergovernmental problems and issues of resource development and growth administration in the context of human resources, policy and management.

### HSAD-521 Data Analysis

3 credits

An advanced course for those with a background in information systems and data administration. The concerns are on techniques of developing, analyzing and applying statistics to the administrative process; measurements; research and statistical needs of administrators; data sources; wage and productivity statistics; and use of statistical data in policy formulation and persuasion. Prerequisite: HSAD-527.

### HSAD-526 Concepts of Research

3 credits

Examination of research design and research techniques with an emphasis on application of research to the concerns of administrators. Evaluative and action design, survey methodology sampling, questionnaire design, interview procedures, observational techniques and the use of computers in research are considered.

## **HSAD-527 Information Systems and Data Administration**

3 credits

Develops the capacity to understand the use and impact of management information and data systems on the organization and the implications for its administration. Identifies and explains the function and use of essential components of PCs and the use of a variety of computer languages and software. Furthermore, management support systems and tools such as electronic mail, bulletin boards, scheduling, massive mail merge, use of telecommunications and computer networks are considered.

## **HSAD-536 Group Process in Supervision**

3 credits

Examines group process theory, research and literature in relation to the supervisory function in the work setting. The primary objective is to help supervisory personnel develop their techniques and individual capacities in the area of helping relationships with their staffs. Procedures and techniques in both individual and group relationships and dynamics are studied. Class sessions present opportunities to apply concepts under study.

## **HSAD-537 Human Resource Development**

3 credits

Covers a broad range of personnel concepts and problems: training, recruitment, compensation, employer/employee relations, unions, collective bargaining, strikes, personnel systems, equal employment opportunity, human resource development, personnel policies and affirmative action.

## **HSAD-539 Labor Relations**

3 credits

Advanced personnel course that analyzes the development and practice of labor relations in the human services sectors. Recent legal and legislative developments as they affect all sectors. Also focuses on the broad policy issues arising

out of the emergence of labor activities and the prospects for resolving these disputes.

## **HSAD-546 Concepts of Budget and Finance Systems**

3 credits

An overview of the historical, institutional, economic and decision-making contents of budgeting and finance in domestic human service organizations. Managerial accounting, debt management, budgeting control and forecasting is considered in both government and nonprofit settings.

## **HSAD-547 Budgeting Applications**

3 credits

An advanced course in budget systems and processes. Provides the opportunity of applying in actual situations budgeting techniques of both governmental and nonprofit sectors. Involves strategies and tactics of planning, controlling, evaluating in budget development, enactment and implementation. Considers decision making in conditions on uncertainty. Prerequisite: HSAD-546.

## **HSAD-549 Capital Budgeting/Long-Term Finance**

3 credits

An advanced course with the focus on long-range (multi-year) outlays for construction, expansion, replacement, and retirements of capital facilities, equipment and projects as distinguished from current year operations of governmental and nonprofit sector entities including methods of financing by borrowing, grants, special assessments, gifts and/or revenues of a non-current character.

## **HSAD-559 Project Seminar**

3 credits

An original investigation is designed and completed by the student. The project involves: the identification of an organizational problem; the delineating of several courses of action; the

establishing of criteria; an analysis selecting the optimum course of action; the setting forth of steps for implementation; and the outlining of the indices for evaluation. The project is developed and carried out in multiple direct, interactive guidance sessions with the instructor. Prerequisite: Completion of all coursework.

## **HSAD-560 Independent Study**

3 credits

Independent study with a faculty member who specialized in an appropriate field. Students may take this course with approval of their academic advisor and the particular faculty member who is to be the counselor for the specific independent study project.

## **HSAD-563 The Administration of Justice**

3 credits

Study of the system of criminal justice in the United States at all levels of government and in relation to other organizations and institutions. Attention to the policies, practices, problems and proposals for reform of the various elements of the criminal justice system from the arrest through the trial procedure, penalties including imprisonment and post-incarceration.

## **HSAD-565 Seminar of Selected Topics**

3 credits

A special interest seminar for persons working in fields of administration that require tailoring to specialized areas. The course content would deal with the nature and development of field, trends, structure, budget and personnel issues, special problems, societal context and challenges for those managing in or desirous of entering these fields.

## **HSAD-569 Administering Health Systems**

3 credits

This course is an overview of the document policy issues, important terminology, and major components, actors and processes in the health system of the United States. The topics to be

addressed include manpower and technology, the internal structure of hospitals, planning and marketing in health care. The perspective of historical development and future alternative health service methods and settings are to be considered.

## **HSAD-570 Internship**

3-6 credits (determined by advisor)

Field work in a special area of concentration. Included are precounseling, on-site supervision, periodic summary and evaluative reporting, covering of appropriate reading materials and the fulfillment of pertinent research activities. Nature of work and the opportunity to substitute career experience are subject to approval of the student's faculty advisor. Credit is not applicable to the 39-credit program minimum.

## **HSAD-575 Contemporary Ethics in Human Service Organizations**

3 credits

A critical study of selected major frameworks in recent ethical theory together with their application to important issues in public and non-profit administration. An examination and evaluation of utilitarianism, pragmatism, emotivism and other theories to determine their relevance to such issues as human rights, individual and collective responsibility, conflicts of interest and obligation, conflicts between social justice, personal liberty and the public interest.

## **HSAD-580 Financial Administration in Health and Community Services**

3 credits

An advanced course in health and community services budgeting and financial administration, concentrating on rate settings, regulation of rate-setting procedures, financial projection and the development and preparation of an annual and a capital budget. Emphasis will be on limitations imposed from state and federal government regulations such as Medicare, Medicaid and prospective payment.

## **HSAD-581 Human Resource Administration and Labor Relations in Health and Community Services**

3 credits

This course focuses on the major dynamic issues in the field of personnel administration in health and community service organizations. Included are the topics of interviewing, training staff, disciplinary procedures, grievance handling, unions and staff burnout.

## **HSAD-582 Health and Community Service Supervisory Administration**

3 credits

A course designed for a range of health care and community service agency professionals that will focus on supervision in a variety of service locations and settings. Topics will include the organizational context, leadership styles and motivation, productivity and time management, performance appraisal and in-service training.

## **HSAD-583 Legal Issues in Health and Community Services Administration**

3 credits

This course explores the major legal/ethical concerns of health and community service administrators. There is a building of legal/medical terminology and the establishing of the boundaries of liability for facilities and practitioners. The issues of consent, record keeping and confidentiality are included. Lastly, the bioethics of medical technology and landmark court decisions, especially in New Jersey, are examined.

## **Probation and Parole Counseling (PPCS)**

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### **PPCS-501 Sociology and Psychology of Crime and Delinquency**

3 credits

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

### **PPCS-510 Seminar in Probation and Parole Counseling Services**

3 credits

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

## **Reading/Language Arts (READ)**

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### **READ-501 Psychology and Pedagogy of the Reading/Language Arts Process**

3 credits

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

## **READ-502 Curriculum, Instruction and Supervision in Reading/Language Arts (For Reading/Language Arts Majors)**

3 credits

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

## **READ-503 Content Reading in High School, College, and Continuing Education**

3 credits

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

## **READ-504 Diagnosis of Reading/Language Abilities and Disabilities: Seminar and Supervised Practicum**

3 credits

Studies reading/language arts abilities and disabilities and standardized and informal tests. Observational techniques and diagnostic teaching for assessment are stressed. Students work with clients in the Rider Center for Reading and Writing and write case studies, as well as direct a parent conference. Two hours weekly for eight weeks are required in addition to the scheduled seminar. Prerequisites: READ-501, READ-502, READ-505, READ-506.

## **READ-505 Supervised Practicum in Reading/Language Arts**

3 credits

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

## **READ-508 Literacy and the Bilingual/Bicultural Child**

3 credits

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

## **READ-509 Advanced Supervised Practicum in Reading/Language Arts**

3 credits

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

## **READ-510 Foundations of Linguistics and Psycholinguistics**

3 credits

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

## **READ-511 Research into and Survey of Literature for Children**

3 credits

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

## **READ-512 Adolescent Literature**

3 credits

Literature for the young adult in a changing society is covered. Survey and how to use literature are the focus. Popular young adult authors are explored.

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

1 credit

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

## **READ-514 Portfolio Assessment in the Integrated Language Arts Classroom**

1 credit

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

## **READ-515 Assessment AS Instruction in the Integrated Language Arts Classroom**

1 credit

This one-week course guides teachers to understand how assessment drives instruction in the literacy classroom. Daily observations of children six to 16 will guide those who attend to record observations and interpret them, and understand how self-assessment by children is a most effective learning strategy. You will adopt a child to observe and learn about the system developed and used at the Center for Reading and Writing.

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

1-3 credits

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

## Special Education (SPED)

### **SPED-510 Instructional Practices for Children with Mild Disabilities**

3 credits

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

### **SPED-511 Instructional Practices for Students with Severe Disabilities**

3 credits

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

### **SPED-520 Collaboration, Consultation, and the Inclusive Classroom**

3 credits

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

### **SPED-525 Transition to Adult Life**

3 credits

This course is designed to provide students with an understanding of theoretical and applied models of transition in special education. Information on the application and interpretation of specialized assessment tools will be presented. Transition planning, including understanding, formulating and implementing the ITP, will be taught. Knowledge of and collaborative interactions with the wide variety of school and community personnel and agencies with a role in transition will be emphasized. Strategies for developing student self-advocacy and independence in the transition process will be presented. Legal information and ethical issues will be noted. Prerequisite: EDPS-531.

## **SPED-530 Positive Behavior Support**

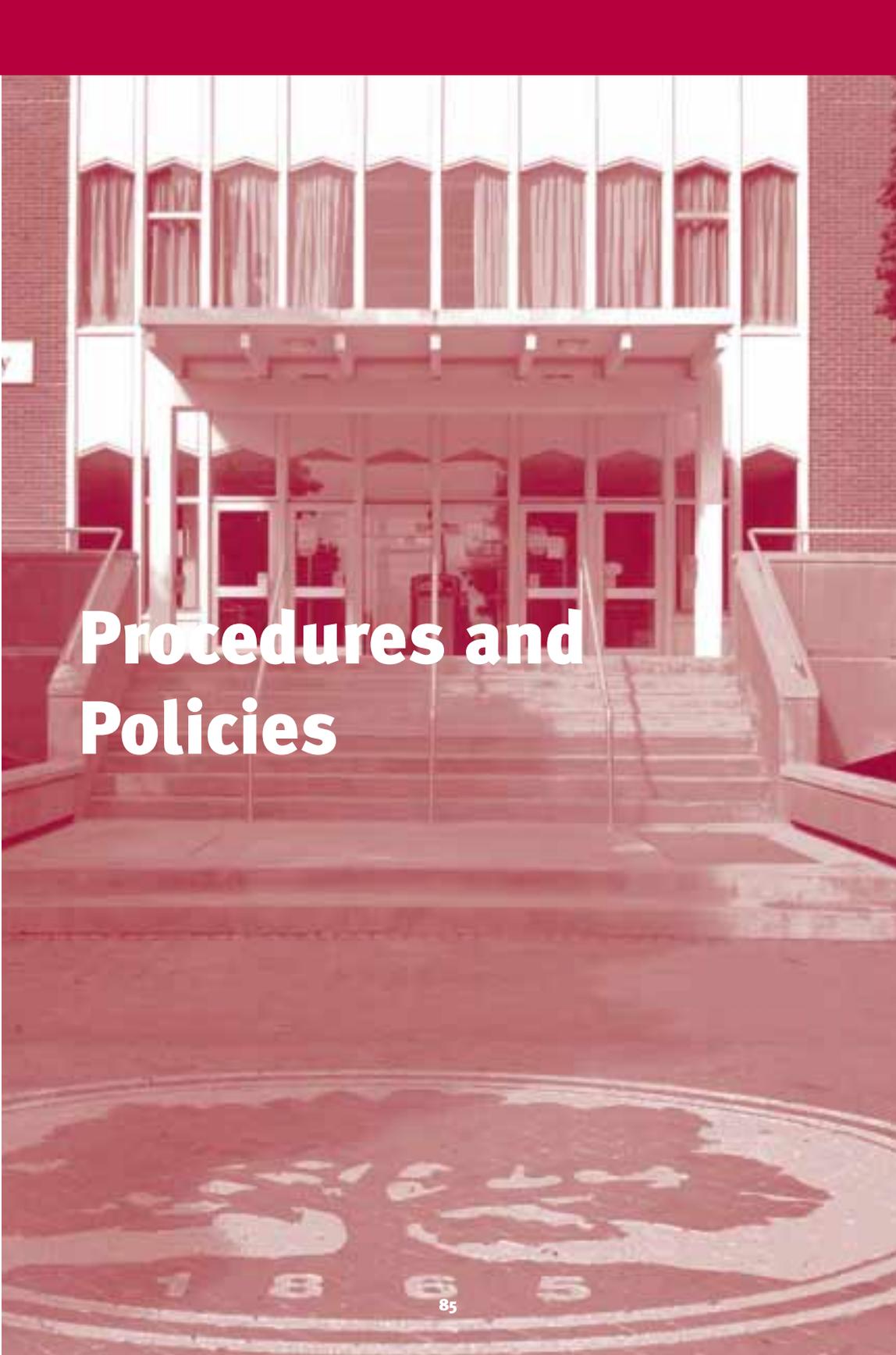
3 credits

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

## **SPED-590 Seminar and Practicum in Special Education**

3 credits

This course addresses the current issues in the field of special education. Students will identify these issues through directed readings and through a direct, supervised field experience. Students will serve a minimum of 100 hours in a field setting, 40 of which will be in providing direct service to persons with special needs. A field-based certified special education teacher will supervise this experience. The instructor will provide group supervision in the weekly seminars. Students also will obtain experience developing and delivering a professional presentation on a current issue in the field. Prerequisite: Permission of instructor.



# Procedures and Policies

# procedures and policies

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

## General Information

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### Time Limitation

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

### Course Load

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. During the six-week day summer session for courses offered by the department of graduate education and human services, nine (9) semester hours of work is the maximum load with six (6) semester hours recommended.

### General Requirements

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

### Registration

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

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

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

## Academic Policies

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### Attendance

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

### Adding, Dropping, and Withdrawing from Courses

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

# procedures and policies

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

## Grades and Transcript Notations

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

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

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

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

Other designations are as follows:

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

## Policy for Grade of Incomplete

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

Students who, as a result of extenuating circumstances, are unable to submit the required work at the end of the four-week period may request an extension of the incomplete grade. The request for an extension of the incomplete must be made prior to the expiration of the four-week period. If the faculty member agrees

to the request for an extension, the faculty member shall specify the time, up to a maximum of two weeks from the date of expiration of the four-week period (i.e., six weeks from the last date of the term) by which work must be completed by the student and shall submit an extension-of-incomplete form to the registrar. Upon submission of completed required work, the faculty member shall submit a change-of-grade form to the registrar.

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

## Interruption of Studies

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

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

## Expenses

Typical graduate expenses for the 2004-2005 academic year are estimated as follows:

### Graduate Tuition:

#### Tuition fee (per 3-credit course):

Business Administration . . . . .	\$1,800
Education and Human Services . . . . .	\$1,320
Audit fee (per course) . . . . .	\$240
Student teaching fee (academic year) . . . . .	\$245
Technology fee . . . . .	\$35/course

### Other Fees:

Application fee (nonrefundable) . . . . .	\$40
Readmission fee (nonrefundable) . . . . .	\$30
I.D. card replacement fee . . . . .	\$30
Deferred payment fee . . . . .	\$25
Proficiency examination (per examination) . . . . .	\$30
Late registration fee . . . . .	\$50
Late payment fee deferred plan . . . . .	\$25
Dishonored check fee, first time* . . . . .	\$30
Dishonored check fee, after first time . . . . .	\$50

**Note:** On-campus graduate student housing is available in Ridge House. To be eligible for student housing, a student must be enrolled in two or more graduate courses. The cost is approximately \$2,940 per semester, plus a security deposit of \$100. The university meal plan is approximately \$1,860 per semester and is optional. Commuter meal plans are also available.

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

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

## Terms of Payment

Tuition, fees and charges for room and board are due and payable in two installments: August 20, 2004 for fall 2004 and January 17, 2005 for spring 2005. Students should mail their payments to be received by these due dates.

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

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

## Deferred Payment Plan

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

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

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

## Financial Obligations

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

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

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

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

## Refunds

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

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

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

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

# procedures and policies

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

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

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

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

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

## Financial Aid

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

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

## Personal Policies

### Protection of Personal Privacy

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

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

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

### Harassment

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

### Sexual Harassment

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

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

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

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

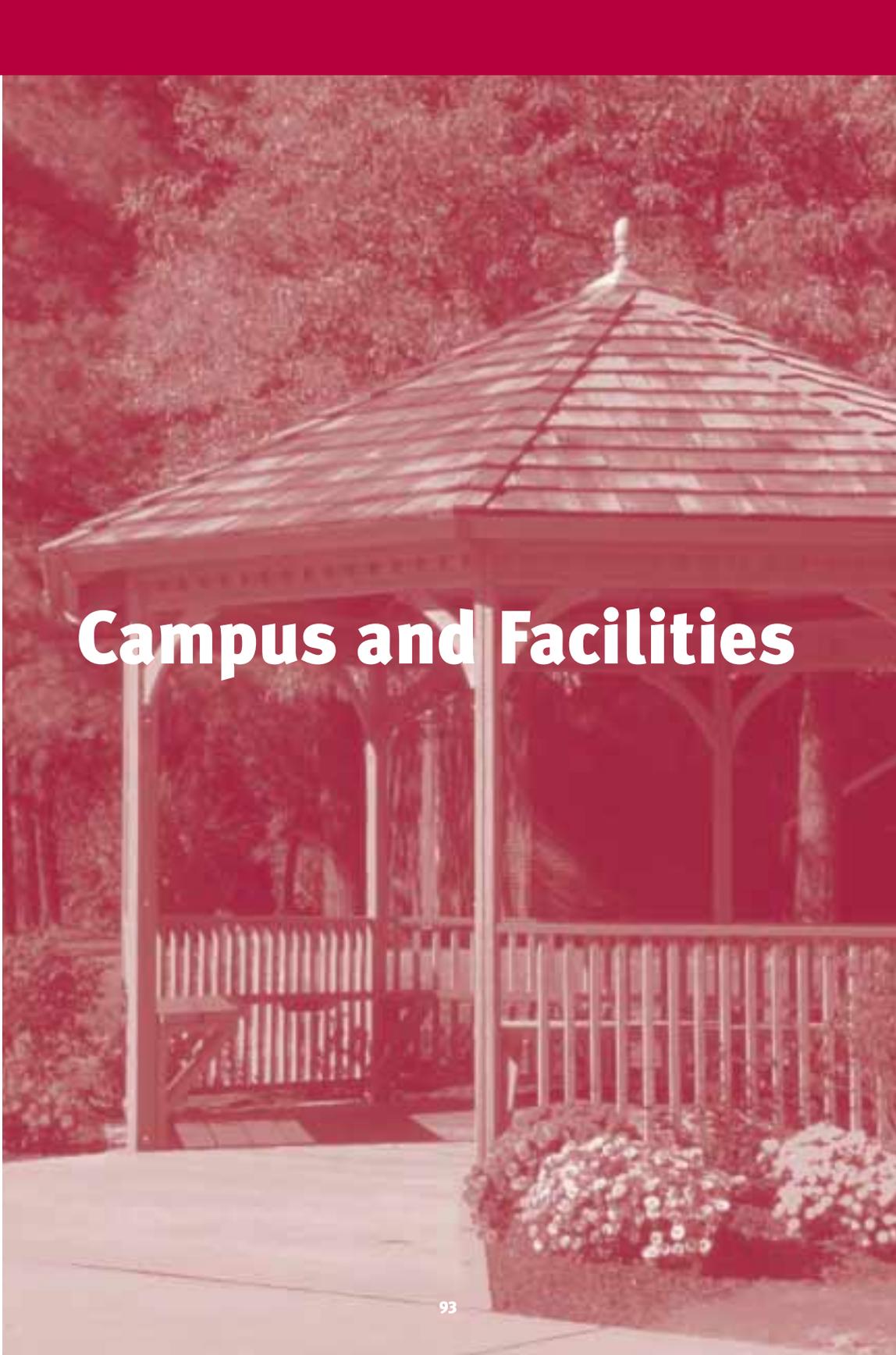
## **Student Conduct Policy**

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

## **Compensation for Performances**

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





# Campus and Facilities

Rider University's 328-acre Lawrenceville campus is in Lawrence Township, New Jersey, on Route 206, a quarter-mile south of I-95, five miles south of Princeton, and three miles north of Trenton. The modern facilities, designed to meet the academic, social, and recreational needs of the Rider community are clustered and within easy walking distance of one another. Ample parking is available.

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

Rider is continuing its efforts through renovation and various other projects to make its community more accessible to disabled students. This includes the addition of power doors, ramps and railings, elevators with photoelectric door control devices, and a specially designed and equipped study room. Parking spaces have been reserved at strategic points solely for disabled students.

## The University Libraries

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

### Lawrenceville Campus

The collection includes a wide variety of materials to meet a broad range of learning styles. More than 425,000 print volumes, 616,000 microform volumes, access to more than 12,000 periodical titles in a mix of print and electronic formats, and a wide variety of electronic research tools make up the library. Housed in the Franklin F. Moore Building, the library is available to students, faculty, staff, and visiting researchers.

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

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

A newly refurbished Reference and Periodical Reading Room provides comfortable seating in an attractive environment conducive to reading and study. More than 700 current periodicals in paper formats are attractively displayed, along with a large selection of current newspapers.

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

## Princeton Campus

The library at Westminster Choir College is housed in the Katherine Houk Talbott Library Learning Center. These collections comprise over 60,000 books, music scores and periodicals, approximately 5,000 choral music titles in performance quantities, a choral music reference collection of over 80,000 titles, 200 current periodical titles in print, as well as access to over 12,000 titles electronically, and over 13,000 sound and video recordings. Exceptional holdings are found in the library's special collections.

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

Talbott Library shares in Rider University's online library system. About two-thirds of Talbott Library's materials – approximately 40,000 items – are represented in the online catalog and are available on the Web (<http://library.rider.edu>). An on-going project includes entering data for extensive choral music holdings into the international choral music databases, *Musica* (<http://www.MusicaNet.org>).

## Bart Luedeke Center

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

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

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

## Rider University Store

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

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

The store is open Monday and Tuesday, 8:30 a.m. to 7 p.m., and Wednesday through Friday, 8:30 a.m. to 4:45 p.m., as well as during the weekend prior to the beginning of each fall and spring semester and additional weekday evening hours at the beginning of each semester.

## Office of Information Technologies

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The office of information technologies is located in the Fine Arts Center. A general access lab containing terminals, microcomputers, and laser printers is located in the Fine Arts Center. Other labs are located in Anne Brossman Sweigart Hall, Memorial Hall, the Fine Arts building and at Westminster Choir College. Student assistants are available to assist in use of the equipment and software.

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

Central systems are available 24 hours a day. The Fine Arts lab is open Monday-Thursday from 9 a.m. to 11 p.m. and 9 a.m. to 5 p.m. on Friday. Weekend hours are noon to 5 p.m. on Saturday and 5 to 11 p.m. on Sunday. Departmental lab hours may vary and are posted for each lab.

## Security Office

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The security office is open 24 hours a day, including holidays. Security should be contacted whenever there is an emergency or a serious incident. The security department personnel can provide emergency transportation for disabled students. The emergency telephone number is 896-5321.

## Career Development and Placement Support

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

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

The career services office assists students in planning their search for suitable employment. On-campus interviews are scheduled for seniors with representatives from the corporate world, not for profit, education and government. Recruiting interviews are held in the fall and spring. Assistance is available in preparing resumes and cover letters. A permanent reference and credential file is maintained. Students are urged to gather references from faculty

members at several points during their college careers to ensure representative files. The office is open daily Monday through Thursday, 8:30 a.m. to 8 p.m., and until 5 p.m. on Friday.

## Parking and Vehicle Regulations

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

## Hours of Operation

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

Library hours during the academic year are 8 a.m. to midnight, Monday through Thursday; 8 a.m. to 8 p.m., Friday; and 10 a.m. to 7 p.m., Saturday. Sunday hours are 11 a.m. to midnight. Summer sessions and other periods vary; see schedules as posted.

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

## Cancellation of Classes

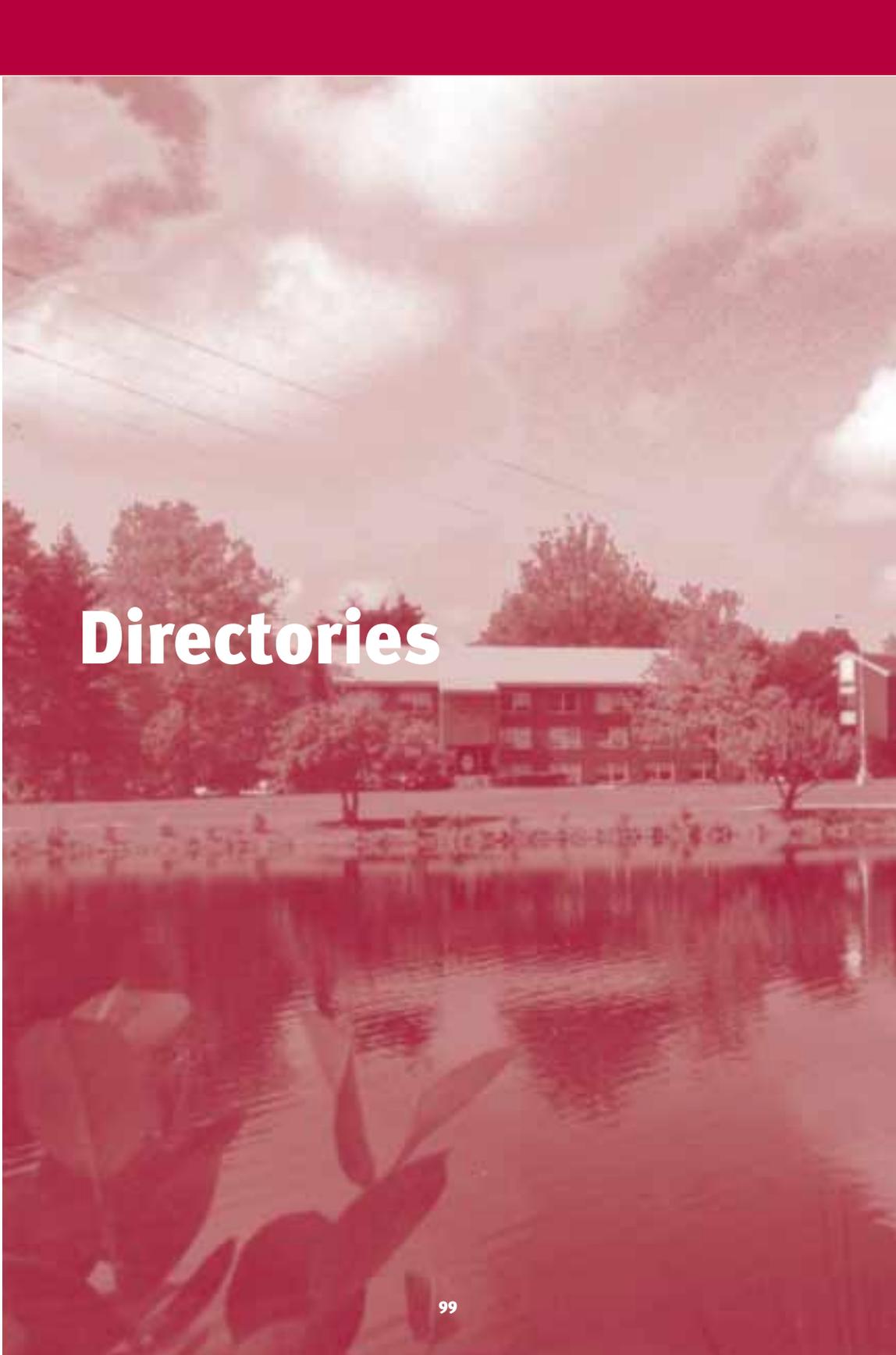
Ordinarily Rider will remain open and fully operational during snowstorms and other emergency situations. However, under extreme conditions it may become necessary to close Rider and to cancel classes. If such circumstances should arise, please call the Rider University information hotline at 609-219-2000,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

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

KYW	1060-AM	Philadelphia
WBUD	1260-AM	Trenton
WCHR	1040 AM	Yardley
WCTC	1450-AM	New Brunswick
WMGQ	98.3-FM	New Brunswick
WHWH	1350-AM	Princeton
WPST	97.5-FM	Princeton
WNJO	94.5-FM	Princeton
WBCB	1490-AM	Levittown
WOR	710-AM	New York
WKXW	101.5-FM	Trenton
WCBS Radio	880-AM	New York

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



A red-tinted photograph of a school building behind a pond with trees and a cloudy sky. The building is a two-story structure with a white roof and dark walls. The pond in the foreground reflects the building and the sky. There are trees and bushes around the building. The sky is filled with large, white clouds. The overall scene is peaceful and scenic.

# Directories

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## Administration

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**Kenneth R. Ashworth**, M.B.A., Vice President for Development and University Relations and Secretary

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

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**Mordechai Rozanski**, Ph.D., President

**Debora Z. Stasolla**, M.B.A., Associate Vice President for Planning and Assistant to the President

**Ronald M. Walker**, M.B.A., Associate Vice President for Institutional Analysis

**Curtis Blake**, M.S., Director of Athletics

**Christine Messina-Boyer**, M.A., Administrative Coordinator

**Vacant**, Secretary to the President

### Institutional Analysis and Registrar

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**Susan Stefanick**, B.A., Registrar

**Joanne Ceres**, B.A., Assistant Registrar

### Athletics

**Curtis Blake**, M.S., Director of Athletics

**Chester W. Dalgewicz**, M.A., Associate Director of Athletics for Compliance and Academic Support.

**Nancy Roberts**, M.A., Associate Director of Athletics for Internal Operations and Senior Woman Administrator

**Karin Torchia**, M.S., Associate Director of Athletics for External Operations

**Anthony M. Focht**, B.A., Sports Information Director

**Gerard K. Green**, M.B.A., Director of the Fitness Center

**Lucy Sech**, Manager of Athletic Business Operations

## Academic Affairs

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**Phyllis M. Frakt**, Ph.D., Vice President for Academic Affairs and Provost

**James O. Castagnera**, J.D., Ph.D., Associate Vice President for Academic Affairs and Associate Provost

**Carol Kondrach**, B.S., Associate Vice President for Information Technologies

**Michael Brogan**, M.P.A., Academic Budget Officer

**Patricia M. Lutz**, B.A., Executive Assistant to the Vice President for Academic Affairs and Provost

### College of Business Administration

**Manmohan Chaubey**, Ph.D., Dean

**Thomas C. Kelly**, M.B.A., Associate Dean and Director of Graduate Studies

**Ira Sprotzer**, Ph.D., Assistant Dean/Undergraduate Programs, Chair of the Department of Business Policy and Environment

**Diane Bednarski**, Assistant to the Dean

**William Amadio**, Ph.D., Chair of the Department of Computer Information Systems

**Jerry T. Bentley**, Ph.D., Chair of the Department of Economics

**Larry Newman**, Ph.D., Chair of the Department of Marketing

**Maury Randall**, Ph.D., Chair of the Department of Finance

**Diane Romulus**, M.A., Academic Coordinator

**Donald Wise**, Ph.D., Chair of the Department of Management Sciences

**Donald E. Wygal**, J.D., Ph.D., Chair of the Department of Accounting

## College of Continuing Studies

**Frances Markunas**, M.A., Associate Dean and Director of Strategic Alliances

**Karen J. Crowell**, B.A., Assistant Dean

**Angela Gonzalez Walker**, M.A., Assistant Dean

**Christine DeFrehn**, B.A., Academic Coordinator

## College of Liberal Arts, Education, and Sciences

**Joseph Nadeau**, Ph.D., Dean

**Carol Brown**, Ph.D., Associate Dean

**Barbara H. Fruscione**, B.S., Assistant Dean

**Terri Marriott**, B.A., Academic Coordinator

**Susan M. Glazer**, Ed.D., Professor of Education, Director of the Center for Reading and Writing

**David G. Oliver**, M.A., Director of Field Placement

**Patricia L. Leonard**, Ph.D., Chairperson of the Department of Teacher Education

**Richard Alexander**, Ph.D., Assistant Dean for Science and Chair of the Department of Geological and Marine Sciences

**Barry Truchil**, Ph.D., Assistant Dean for Liberal Arts and Chair of the Department of Sociology

**Margaret Schleissner**, Ph.D., Chair of the Department of Foreign Languages and Literatures

**Richard W. Burgh**, Ph.D., Chair of the Department of Philosophy

**Thomas Callahan**, Ph.D., Chair of the Department of History

**Patrick Chmel**, Ph.D., Chair of the Department of Fine Arts

**Anne Law**, Ph.D., Chair of the Department of Psychology

**Frank Rusciano**, Ph.D., Chair of the Department of Political Science

**Kathleen M. Browne**, Ph.D., Academic Director of the Teaching and Learning Center

**Jean L. Kutcher**, B.A., Administrative Director, Teaching and Learning Center

**Marc N. Boots-Ebenfield**, Ph.D., Lead Instructional Technologist, Teaching and Learning Center

**Charles Schwartz**, Ph.D., Chair of the Department of Mathematics

**Tharyle J. Prather**, M.F.A., Director of Theatre Facilities

**Robbie Clipper Sethi**, Ph.D., Chair of the Department of English

**Howard Schwartz**, Ph.D., Chair of the Department of Communication

**John Sheats**, Ph.D., Chair of the Department of Chemistry, Biochemistry, and Physics

**John R. Sullivan, Jr.**, Ph.D., Director of American Studies

**James Riggs**, Ph.D., Chair of the Department of Biology

## Westminster Choir College

**Robert L. Annis**, M.M., Dean and Director

**Peter D. Wright**, Ph.D., Associate Dean

**Judy Kirschenbaum**, B.A., Assistant to the Dean

**Marjory Klein**, M.M., Academic Coordinator

**Joseph Flummerfelt**, D.M.A., Artistic Director and Principal Conductor

**Frank Abrahams**, Ed.D., Chair of the Department of Conductor Laureate Music Education

**Barton Bartle**, Ph.D., Chair of the Department of Theory and Music History

**Thomas Faracco**, M.M., Chair of the Department of Piano and Voice

**Ronald Filler**, D.Ed., Chair of the Department of Arts and Sciences

**Steve Pilkington**, Chair of the Department of Conducting, Organ and Sacred Music

**Scott R. Hoerl**, B.M., Director of Westminster Conservatory and Continuing Education Programs

## Library - Lawrenceville

**F. William Chickering**, M.Ln., C.A.L., Dean of University Libraries

**John E. Buschman**, M.L.S., Chair of the Moore Library Department

**Mary Ann Dayton**, Manager of Library Support Services

**Carol A. Beane**, M.L.S., Librarian

**Robert Congleton**, M.L.S., Librarian

**Edward M. Corrado**, M.L.S., Library Systems Administrator

**Kathryn A. Holden**, M.S.L.S., Librarian

**Robert J. Lackie**, M.L.I.S., Librarian

**Marilyn D. Quinn**, M.L.S., Librarian

**Dorothy Anne Warner**, M.S., Librarian

**Samuel Weigh**, M.S., Librarian

**Sharon Yang**, D.L.S., Librarian

## Education Enhancement Program

**Jacqueline Simon**, Ed.D, Director of Education Enhancement Program

**Barbara Blandford**, Ph.D., Associate Director of Education Enhancement Program/Director of Disability Services

**Kendall Andersen Friedman**, M.Ed., Associate Director of Education Enhancement Program/Director of Rider Learning Center and Tutoring Services

**Maris Cutting**, M.A., Assistant Director of Rider Learning Center and Tutoring Services

**Barbara Ricci**, M.Ed., Director of the Math Skills Lab/Professional Tutor

**Isabelle Baker**, Ed.D., Professional Tutor, Rider Learning Center

**Nichole Bennett**, M.A., Professional Tutor, Rider Learning Center

**Mare Adams Fallon**, M.Ed., Professional Tutor, Rider Learning Center

**Katharine Hoff**, Ph.D., Professional Tutor, Rider Learning Center

**Shirley Mersky**, M.Ed., Professional Tutor, Services for Students with Disabilities

**Jenny Scudder**, M.A., Professional Tutor, Rider Learning Center

**Catherine Collier**, M.Ed., Professional Tutor, Rider Learning Center

**Judy Wendell**, M.Ed., Assistant Director of Disability Services

## Educational Opportunity Program

**Rubin Joyner**, M.Ed., Director, Educational Opportunity Program

**Ida Tyson**, M.S., Associate Director, Educational Opportunity Program

**Amber Henley**, M.A., Academic Counselor, Educational Opportunity Program

## Information Technologies

**Carol Kondrach**, B.A., Associate Vice President for Information Technologies

**Virginia Breza**, B.A., Senior Programmer/Analyst (Benefactor)

**Alice Chung**, AAS., B.A., Senior Programmer/Analyst (Finance/HR)

**Tim Fairlie**, Director, Network and Communication Services

**Linda Gold**, B.S., Senior Programmer/Analyst (Colleague)

**Spud Grammar**, Director of Support and Services at WCC and Special Projects

**Theodore Durst**, B.S., Instructional Technologist

**Elizabeth Gangemi**, Director, Application and Web Services

**Edward J. Hetzelson**, M.S.E., Assistant Vice President for Info Tech at WCC and Special Projects

**Fred Housel**, Network Technician

**Theresa Hvisdock**, B.A., Manager, Applications and Web Services

**Jonathan Jones**, B.A., Manager, Media and Instructional Tech Support Services

**Igor Jonjic**, Manager, Support Services at WCC

**John LeMasney**, B.F.A., Manager of Instructional Technology/WWW

**Dayne Lewis**, Media Services Technical Coordinator

**Thomas McStravock**, Operations Specialist

**Susan Pierce**, B.A., Manager of Voice Communications

**Sandro Pirone**, Senior Operations Specialist

**Monica Pollich**, M.S., Manager of Systems, Operations, and Database

**Krystyna Rykowski**, B.A., Director of Support Services

**Ryan Siegfried**, B.A., Tech Support Specialist

**David Shane Smith**, Manager, User Support Services

**Ricardo Stella**, B.S., Manager of Unix/Security

**Peter Tamuzza**, Administrator: E-mail Enterprise Services

**Matt Wade**, B.A., Media Services Operations Specialist

**Dave Weise**, Senior Technical Support Specialist/Unix Administrator  
**Linda Welch**, B.S., Lab Coordinator  
**Erik Wolf**, Technical Support Specialist  
**Susanne Worthington**, Executive Assistant

## **Student Support Services Program (TRIO Program)**

**Queen S. Jones**, M.Ed., NCC, LPC, Director of Student Support Services Program  
**Dana Lopes**, M.A., Assistant Director/Counselor of the Student Support Services Program  
**Sally Martinez**, B.A., Counselor/Educational Specialist of Student Support Services Program  
**Marsha Freedman**, M.Ed., Professional Tutor of Student Support Services Program  
**Jay Stevenson**, Ph.D., Professional Tutor of Student Support Services Program

## **Development and University Relations**

**Kenneth R. Ashworth**, M.B.A., Vice President for Development and University Relations  
**Diane C. Carter**, Assistant to the Vice President for Development and University Relations  
**Patricia A. Witkowski**, B.A., Staff Assistant for Stewardship

## **Alumni Relations**

**Gilbert A. Rossi**, M.B.A., Director of Alumni Relations  
**Patrick F. Corrigan**, M.A., Associate Director of Alumni Relations

## **Development**

**Natalie M. Pollard**, M.A., Director of Planned Giving  
**Keith H. Dewey**, Ph.D., Director of Corporate and Foundation Relations  
**Kevin M. Ralph**, B.A., Director of Major Gifts

**Erin E. Hardy**, B.A., Director of Donor Relations  
**Keith W. Richardson**, B.S., Associate Director of Major Gifts  
**Jessica Besler**, B.S., Director of Annual Giving  
**Amy S. Turner**, B.A., Assistant Director of Annual Giving  
**Barbara Jacobs**, B.A., Director of Development Research

## **Development Information Services**

**Melissa Anderson**, M.B.A., Director of Information Services  
**Thomas P. LoPresti**, B.A., Associate Director of Information Services  
**Karen Bognar**, M.A., Assistant to Director of Information Services  
**Amy B. Lansky**, B.A., Manager of Gift and Record Processing

## **Public Relations**

**Earle S. Rommel**, B.A., Director of Public Relations  
**Brenda Payne Whiteman**, M.S., Associate Director of Public Relations  
**Peter G. Borg**, A.A., University Photographer  
**Lauren L. Adams**, B.A., Staff Assistant

## **Publications**

**Catherine Carter-Romero**, A.A., Director of Publications  
**Brian J. Kelley**, B.A., Associate Director of Publications

## **Westminster External Relations**

**Anne Sears**, B.A., Director of External Affairs  
**Christopher Feltham**, B.A., Director of Annual Giving  
**Wendy Lee**, M.A., Director of Alumni Relations  
**Judith McDowell**, B.S., Director of Major Gifts  
**Rosemary Therkelson**, A.A., Manager of Creative Services  
**Cathy Caruso O'Neill**, M.B.A., Director of Concerts and Special Events  
**Carren Klenke**, M.M., Assistant Director of Concerts and Special Events

## Finance

---

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

**William Roell**, B.S., C.P.A., Associate Vice President for Finance and Controller

**Michele Tritt Evanchik**, B.S., C.P.A., Associate Controller and Grants Manager

**Elaine M. Rafferty**, A.A., Assistant to the Vice President for Finance

**Helen I. Carroll**, Executive Assistant to the Vice President for Finance

### Bursar

**Anna Robbins**, B.S., Bursar

**Maryann J. Perkins**, B.A., Assistant Bursar

**Maricruz Lawson**, WCC Assistant Bursar

### Disbursements

**Debbie Farris**, B.S., Director of Disbursements

**Deborah Berkowitz**, B.A., Assistant Director of Disbursements

### General Accounting

**Elizabeth McErlean**, B.A., Director of Budget

**Barry J. Sulzberg**, B.B.A., Assistant Controller

**Anamika Kapoor**, M.B.A., Accountant

**Sophia Song**, B.S., Accountant

**Michael Rutkowski**, M.B.A., Grants Coordinator

**Clara Melas**, Cashier's Office Supervisor

### Human Resources

**Ellen C. LaCorte**, Ed.D., Director of Human Resources and Affirmative Action

**Linda Kerner**, Assistant Manager of Benefits

**Mona Marder**, B.A., Associate Director and Benefits Manager

**Thomas Phillips**, B.S., Manager of Employment

**David Perry**, M.M., Manager of Human Resources Information Systems

## Institutional Planning

---

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

**Ann DiFranchi**, A.A., Executive Assistant to the Vice President for Institutional Planning

### Facilities Management

**Phillip Voorhees**, Assistant Vice President – Facilities, Management and Planning

**Michael Reca**, M.A., Director of Facilities Operations

**Michael Maconi**, B.A., Assistant Director of Facilities Operations

**Anne Petchel**, A.A., Manager of Facilities Business Operations and Purchasing

**Sam Suliamon**, B.A., Manager of Academic/Public Building Operations

**Steve Hitzel**, Manager of Facilities Operations-Princeton Campus

## Enrollment Management

---

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

**Susan Baechtel**, M.B.A., Director of Marketing

**Susan C. Christian**, B.A., Dean of Enrollment

**Monica Thomas Tritto**, M.M., Director of Westminster Admissions

**John J. Williams**, M.Ed., Director, Student Financial Services

**Vacant**, Webmaster

### Lawrenceville Admissions

**Susan C. Christian**, B.A., Dean of Enrollment

**Christine A. Zelenak**, M.A., Director of Graduate Admissions

**Laurie Kennedy**, B.A., Director of Undergraduate Admissions

**Marianne C. Kollar**, M.Ed., Associate Director of Admissions

**Maurice Palmer**, B.S., Associate Director of Admissions

**Kevin Cawley**, M.S., Associate Director of Admissions

**Holly Groeger**, B.A., Senior Assistant Director of Admissions

**Derek Fox**, B.A., Assistant Director of Admissions

**Monica Butera**, B.S., Assistant Director of Admissions

**Stephen Jackson**, B.A., Admissions Counselor

**Susan Makowski**, B.S., Admissions Counselor

**Peter Finger**, M.A. Part-time Regional Representative

**Barbara Crecco**, B.A., Part-time Regional Representative

**Carol Tantum**, Admissions Staff Assistant

## Westminster Admissions

**Monica Thomas Tritto**, M.M., Director of Admissions

## Student Financial Services

**John J. Williams**, M.Ed., Director

**Dennis P. Levy**, Ph.D., Associate Director

**Drew Aromando**, M.B.A., Associate Director

**Veronica A. Hall**, M.A., Assistant Director

**Kayra Melvin**, B.A., Assistant Director

**Elizabeth Sandy**, B.S., Assistant Director

**Judith A. Wolf**, B.A., Assistant Director

**Genevieve Finley**, A.A., Staff Assistant

## Student Affairs

### Office of the Associate Vice President for Student Affairs and Dean of Students

**Anthony Campbell**, Ph.D., Associate Vice President for Student Affairs and Dean of Students

**Jan Friedman-Krupnick**, M.A., Assistant Vice President for Student Affairs

**Wilda Bleakley**, Executive Assistant to the Associate Vice President for Student Affairs and Dean of Students

**Ira Mayo**, M.B.A., Associate Dean of Freshmen

**Lawrence Johnson**, J.D., Associate Dean of Students for Student Services

**Walt Perry**, Ed.D., Westminster Dean of Students

## New Student Resource Center

**Christine Carter**, M.Ed., New Student Coordinator

## Career Services

**Gwendolyn J. Tyler**, M.Ed., Director of Career Services

**Shirley K. Turner**, M.A., Associate Director of Career Services

**Sylvia Hauser**, M.A., Associate Director of Career Services

**Claire Hamm**, M.A., Associate Director of Career Services

**Jean Falvo**, M.A., Coordinator of Experiential Learning

**Nancy Silvester**, B.M., Staff Assistant, Career Services

## Residence Life

**Cindy Threatt**, M.S., Director of Residence Life

**Stephanie Polak**, M.A., Associate Director of Residence Life

**Jamiyl Mosley**, M.A., Area Director

**Angela Jackson-Powell**, M.A., Area Director

**Dennis Renno**, M.A., Area Director

**Gregory Hanf**, A.A., Manager Campus Card System

## Campus Life

**Kathleen A. Iacovelli**, M.A., Assistant Dean for Campus Life

**David Keenan**, M.A., Director of Campus Activities and Student Center

**Bridget Weikel**, M.S., Assistant Director of Campus Activities

**Ada Badgley**, M.S., Director of Greek Life

## Judicial Affairs

**Keith Kemo**, M.A., Director of Judicial Affairs

## Counseling Services

- Carole Christian**, Psy.D., Director of Counseling Services
- Nadine Marty**, Ph.D., Coordinator
- Rose Soriero**, M.A., Ed.S., Counselor
- Corinne Yananton**, M.A., NCC, Counselor

## Health Services

- Valerie Kamin**, M.P.H., B.S.N., Director of Student Health Services
- Regina Gillespie**, R.N., Registered Nurse
- Pat Sheridan**, R.N., Registered Nurse

## Center for Multicultural Affairs and Community Service

- Donald L. Brown**, M.Ed., Director of the Center for Multicultural Affairs and Community Service
- Jessica Januzzi**, J.D., Coordinator of Community Service

## Safety and Security

- Vickie Weaver**, M.A., Director of Safety and Security
- Frank Scharibone**, Safety and Security Coordinator
- John Hanusi**, Captain

## Environmental Health and Safety

- Darryl Blusnavage**, Manager

## Chaplains, Campus Ministry

- Father Bruno Ugliano**, Catholic
- Rev. Nancy Schluter**, Protestant
- Rabbi Daniel Grossman**, Jewish
- Imam Abdul-Malik R. Ali** – Islamic Imam

## Emeriti

---

- Walter A. Brower**, Ed.D., Dean Emeritus of the School of Education
- John H. Carpenter**, Ph.D., Dean Emeritus of the College of Continuing Studies
- Earl L. Davis**, B.A., Director Emeritus of Admissions and Financial Aid

- Frank N. Elliott**, Ph.D., President Emeritus
- George W. Hess**, M.B.A., Vice President Emeritus for Finance and Controller
- Dominick A. Iorio**, Ph.D., Dean Emeritus of the College of Liberal Arts and Science
- J. Barton Luedeke**, Ph.D., President Emeritu

## Graduate Faculty

---

- C. Emmanuel Ahia**, Associate Professor of Education; B.A., M.A., Wheaton College; J.D., University of Arkansas; Ph.D., Southern Illinois University Graduate Faculty
- Mohammad Ahsanullah**, Professor of Management Sciences; B.S.C., Presidency College; M.S.C., Calcutta University; Ph.D., North Carolina State University
- William J. Amadio**, Associate Professor of Computer Information Systems; B.S., Brooklyn College; M.S., Ph.D., Polytechnic Institute of New York
- Don Ambrose**, Professor of Education; B.A., B.Ed., University of Saskatchewan; M.S., Ph.D., University of Oregon
- Gary E. Barricklow**, Associate Professor of English; B.A., M.A., California State University, Sacramento; Ph.D., University of New Mexico
- Jerome T. Bentley**, Associate Professor of Economics; B.A., St. Vincent College; M.A., Ph.D., University of Pittsburgh
- Edward H. Bonfield**, Professor of Marketing; B.S., M.S., University of Alabama; Ph.D., University of Illinois, Urbana-Champaign
- Carol Brown**, Associate Professor of Education; B.A., Muhlenberg College; M.S., Ph.D., University of Pennsylvania
- Dennis C. Buss**, Associate Professor of Education; A.B., University of Pennsylvania; M.A.T., Brown University; Ed.D., Rutgers University
- Anne M. Carroll**, Associate Professor of Finance; B.S., Miami University (Ohio); M.S., Ph.D., University of Pennsylvania

# graduate faculty

**Radha Chaganti**, Professor of Business Policy and Environment; B.A., M.A., Osmania University; M.B.A., Indian Institute of Mangi; Ph.D., State University of New York at Buffalo

**Judy F. Cohen**, Associate Professor of Marketing; B.A., M.A., M.B.A., University of Chicago; Ph.D., University of Syracuse

**Ronald G. Cook**, Professor of Management of Human Resources; B.S., SUNY at Oswego; M.B.A., Ph.D., Syracuse University

**Lewis Coopersmith**, Associate Professor of Management Sciences; B.A., University of Pennsylvania; M.S., Ph.D., New York University

**Hope Corman**, Professor of Economics; B.A., University of Illinois; Ph.D., City University of New York

**James W. Dailey**, Associate Professor of Computer Information Systems; B.A., Boston College; M.S., Ph.D., Case Western Reserve University

**Jean C. Darian**, Associate Professor of Marketing; B.A., M.C.D., University of Liverpool; Ph.D., University of Pennsylvania

**Marvin E. Darter**, Associate Professor of Computer Information Systems; B.A., University of California, Los Angeles; M.B.A., University of Maine; Ph.D., Georgia State University

**Jesse B. DeEsch**, Associate Professor of Education; B.S., East Stroudsburg State College; M.A., Ohio State University; Ph.D., Indiana State University

**Susan Denbo**, Associate Professor of Business Policy and Environment; B.S., Cornell University; J.D., Villanova Law School

**Jie Joyce Ding**, Associate Professor of Management Sciences; B.S., M.S., Xi'an Jiaotong University; Ph.D., University of Texas at Austin

**Stefan C. Dombrowski**, Assistant Professor of Graduate Education; B.A., College of William and Mary; M.B.A., University of Connecticut; Ph.D., University of Georgia

**Kathleen Dunne**, Associate Professor of Accounting; B.A., State University of New York at Buffalo; Ph.D., Temple University

**Lauren Eder**, Associate Professor of Computer Information Systems; B.S., Boston University; M.B.A., Ph.D., Drexel University

**Robert Edney**, Associate Professor of Accounting; B.S., M.B.A., Temple University; C.P.A., Pennsylvania

**Benjamin H. Eichhorn**, Associate Professor of Management Sciences; B.S., Hebrew University; Ph.D., University of California at Berkeley

**Phyllis Fantauzzo**, Assistant Director of the Center for Reading and Writing and Senior Reading Clinician, B.A., Trenton State; M.A., Rider College; Certified School Psychologist, Rider University

**Judith Fraivillig**, Associate Professor of Education; B.A., M.S.E., University of Pennsylvania; Ph.D., Northwestern University

**Ralph Gallay**, Associate Professor of Marketing; B.E., McGill University; M.B.A., M.S., Ph.D., New York University

**Herbert E. Gishlick**, Professor of Economics; A.B., Muhlenberg College; M.A., Ph.D., University of Pennsylvania

**Susan M. Glazer**, Professor of Education; Director of the Center for Reading and Writing; B.S., Syracuse University; M.A., New York University; Ed.D., University of Pennsylvania

**Ilene V. Goldberg**, Associate Professor of Business Policy and Environment; B.A., Pennsylvania State University; J.D., Temple University

**Linguo Gong**, Associate Professor of Management Sciences; B.S., M.S., Tsinghua University; Ph.D., The University of Texas

**William D. Guthrie**, Professor of Education; B.S., M.A., Trenton State College; Ph.D., New York University

# graduate faculty

- Cengiz Haksever**, Professor of Management Sciences; B.S., M.S., Middle East Technical University, Ankara; M.B.A., Texas A&M University; Ph.D., University of Texas, Austin
- James J. Hayden**, Assistant Professor of Graduate Education; B.A., Sacred Heart University; M.A.T., Fordham University; Ed.M., Ed.D., Rutgers University
- Mary Elizabeth Haywood-Sullivan**, Assistant Professor of Accounting; B.S., College of Charleston; M.P.A., The University of Texas at Austin; Ph.D., The University of Georgia
- Sigfredo Hernandez**, Associate Professor of Marketing, B.A., University of Puerto Rico; M.A., Boston University; Ph.D., Temple University
- Michele Wilson Kamens**, Associate Professor of Education; B.S., M.Ed., Rutgers University; Ed.D., Temple University
- Joe H. Kim**, Associate Professor of Marketing; B.A., Union Christian College; M.B.A., Yonsei University; Ph.D., Saint Louis University
- Gerald D. Klein**, Associate Professor of Organizational Behavior and Management; B.S., Drexel University; M.B.A., Harvard Graduate School of Business; Ph.D., Case Western Reserve University
- Steven Klein**, Associate Professor of Management Sciences; B.S., Cornell University; M.B.A., New York University; M.S., Ph.D., Rutgers University
- Christine Lentz**, Associate Professor of Management and Organizational Behavior; B.A., Drexel University; M.S., Ph.D., Northwestern University
- Feng-Ying Liu**, Professor of Finance; B.S., National Taiwan University; M.B.A., Ph.D., Drexel University
- Charmen Loh**, Associate Professor of Finance; B.S., M.B.A., Ph.D., University of Arkansas
- Steven J. Lorenzet**, Assistant Professor of Management and Human Resources; B.S., M.A., Towson University; Ph.D., University at Albany, State University of New York, Albany, New York
- Biju Mathew**, Associate Professor of Computer Information Systems, B.A., Nizam College; Ph.D., University of Pittsburgh
- Charles W. McCall**, Associate Professor of Economics; B.A., Lycoming College; M.A., Ph.D., Temple University
- Dorothy McMullen**, Associate Professor of Accounting; B.S., LaSalle University; M.B.A., Ph.D., Drexel University, C.P.A., Pennsylvania
- Kathleen McQuillan**, Assistant Professor of Education; B.S., Bloomsburg University; M.S., Long Island University, C.W. Post College; Ph.D., Lehigh University
- Ilhan Meric**, Professor of Finance; B.A., Ankara University; M.S., Ph.D., Lehigh University
- Regina H. Mladineo**, Associate Professor of Management Sciences; B.S., Denison University; Ph.D., Rutgers University
- Susanna Monseau**, Assistant Professor of Business Policy and Environment; L.S.F., Guilford College of Law, UK; L.L.B., Exeter University, UK
- John Moussourakis**, Professor of Management Sciences; B.A., New York University; M.B.A., Iona College; Ph.D., New York University
- James Murphy**, Associate Professor of Education; B.A., Iona College; M.S., D.Ed., Pennsylvania State University
- Cynthia Newman**, Assistant Professor of Marketing; B.S.B.A., M.B.A., Rider University; Ph.D., University of Pennsylvania
- Larry Newman**, Associate Professor of Marketing; B.S., Pennsylvania State University; M.B.A., Drexel University; Ph.D., Pennsylvania State University
- Kelly Noonan**, Assistant Professor of Economics; B.A., State University of New York at Albany; M.A., Ph.D., State University of New York at Stony Brook
- Margaret O'Reilly-Allen**, Associate Professor of Accounting; B.B.A., Temple University; M.B.A., Ph.D., Drexel University, C.P.A., New Jersey

# graduate faculty

**Cynthia L. Paris**, Associate Professor of Education; B.S., M.S., University of Delaware; Ph.D., University of Pennsylvania

**Obeua S. Persons**, Associate Professor of Accounting; B.A., Chulalongkorn University; M.P.A., Ph.D., University of Texas, C.P.A., Washington State

**David A. Pierfy**, Associate Professor of Education; B.A., Rider College; M.A., Ed.S., George Peabody College at Vanderbilt University; Ed.D., University of Georgia

**Kathleen Pierce**, Assistant Professor of Graduate Education; B.A., Glassboro State College; M.Ed., Rutgers University; Ph.D., University of Pennsylvania

**Larry M. Prober**, Associate Professor of Accounting; B.S., University of Delaware; M.B.A., University of Massachusetts; M.S., Ph.D., Temple University; C.P.A., Pennsylvania

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**Maury R. Randall**, Professor of Finance; B.A., New York University; M.A., University of Chicago; Ph.D., New York University

**Mitchell Ratner**, Associate Professor of Finance; B.A., Lafayette College; M.B.A., Ph.D., Drexel University

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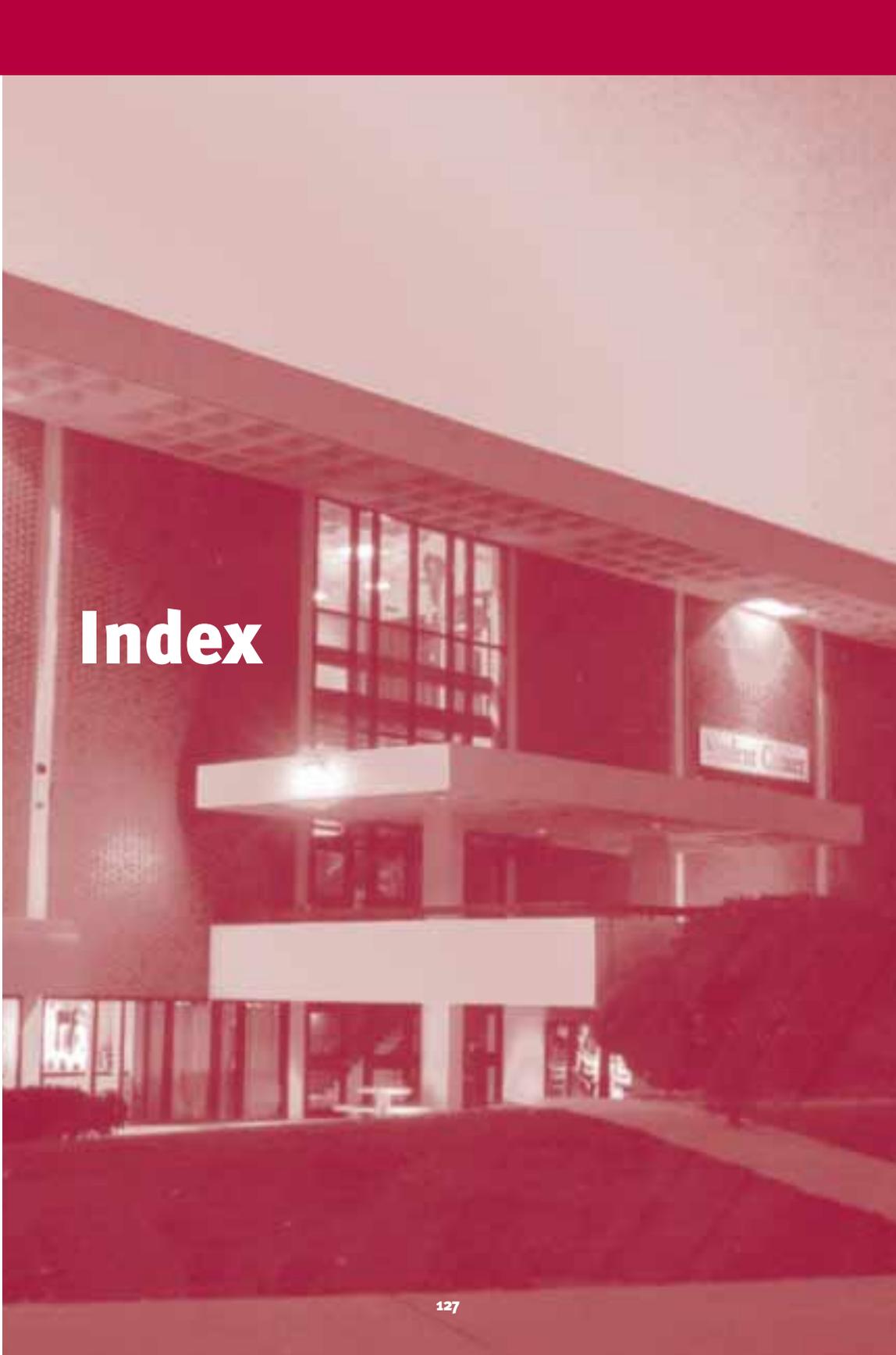
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A photograph of a modern building with large windows and a sign that reads "Student Center". The building has a prominent overhang and a grid-like ceiling structure. The image is overlaid with a semi-transparent red filter.

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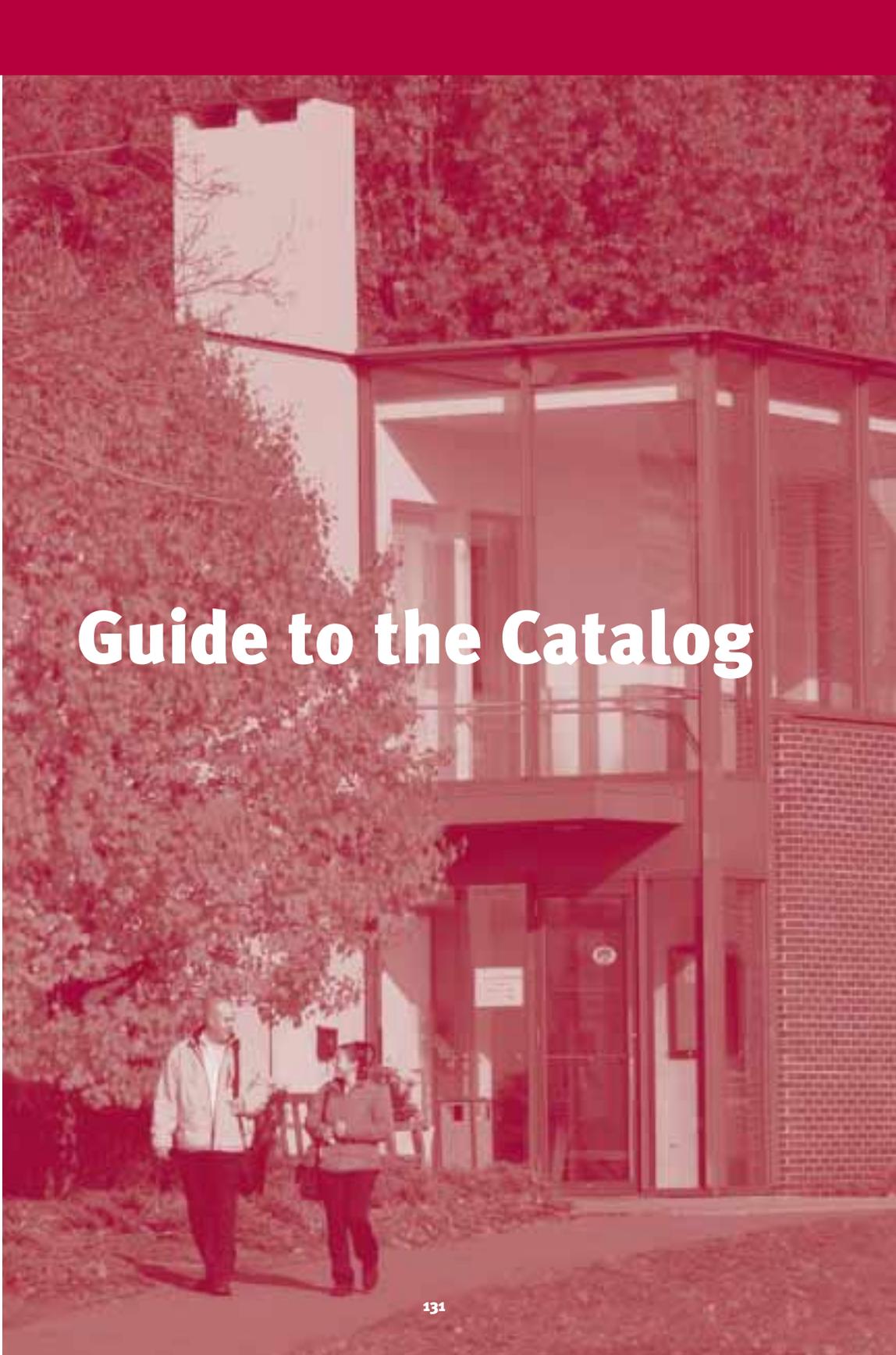
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# Guide to the Catalog

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

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

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

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

Rider may, through its academic governance process, change its academic policies and its degree requirements at any time. Any major change will include an implementation schedule that will take into account the impact on currently matriculated students and will clearly

establish the applicability of the change on those students. The provisions of the catalog are not to be regarded as an irrevocable contract between the student and Rider University. Rider reserves the right to change any provisions or requirements at any time.

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

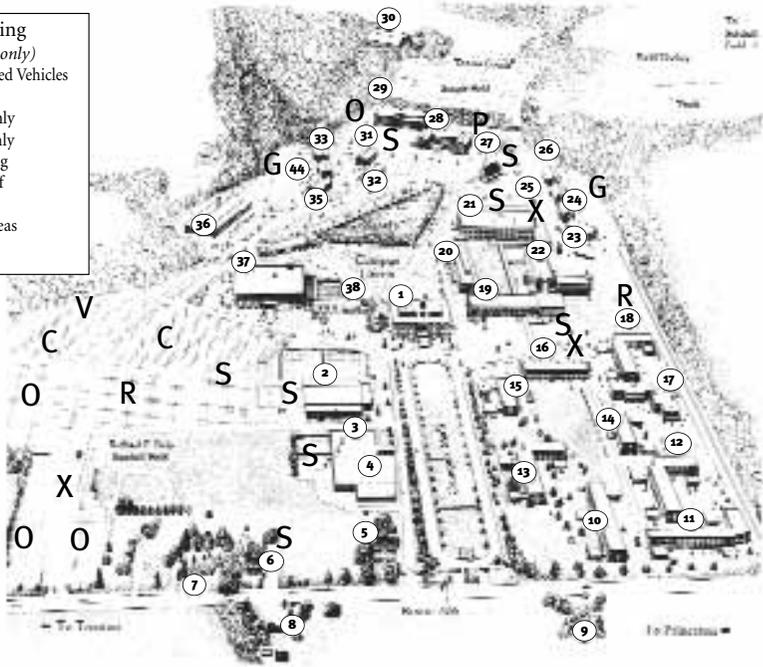
Rider University is designated a teaching university in the state of New Jersey pursuant to New Jersey Administrative Code 9:1-3.1 et seq.

# campus map

## Rider University, Lawrenceville, NJ

**Student Parking**  
(in lettered areas only)

O – Open to All Registered Vehicles  
R – Resident  
P – Poyda Residents Only  
G – Greek Residents Only  
C – Commuters/Evening  
S – Administrative Staff  
V – Visitors  
X – For Card Access Areas



### Campus Key

#### Academic Facilities

Anne Brossman Sweigart Hall*	20
Fine Arts Center*	21
Franklin F. Moore Library*	1
Joseph P. Vona Academic Annex*	4
Maurer Center*	29
Memorial Hall*	19
Science and Technology Center*	22

#### Other Facilities

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Bart Luedeke Center*	37
Daly Dining Hall*	3
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General Services Building	36
Gill Memorial Chapel*	27
P. J. Ciambelli Hall*	38
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Security Office	36
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#### Student Residence Halls

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Gee Residence Hall	14
Hill Residence Hall*	13
Kroner Residence Hall	18
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Olson Residence Hall*	12
Poyda Residence Hall	28
Ridge House	34
Switlik Residence Hall*	10
University House	32
Wright Residence Hall	16
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#### Administrative Offices

*Most of the University's administrative offices are located on the ground floor of Moore Library.*

Academic Affairs/Provost	1
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Alumni Relations	5
Annual Giving	5

Athletics	2
Bursar	37
Business and Finance	1
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Career Services	37
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Continuing Studies	37
Dean of Students	37
Development	1
Graduate Admissions	38
Human Resources	1
President	1
Public Relations	1
Publications	1
Registrar	21
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Testing/Counseling Center	6

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College of Business Administration	20
College of Education and Human Services	19
College of Liberal Arts and Sciences	21

*\*indicates accessibility and parking for those with disabilities*

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

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

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

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

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

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





# Rider University

**Rider University**  
**2083 Lawrenceville Road**  
**Lawrenceville, NJ 08648-3099**  
**[www.rider.edu](http://www.rider.edu)**

## 2004/2005 Graduate Academic Catalog

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