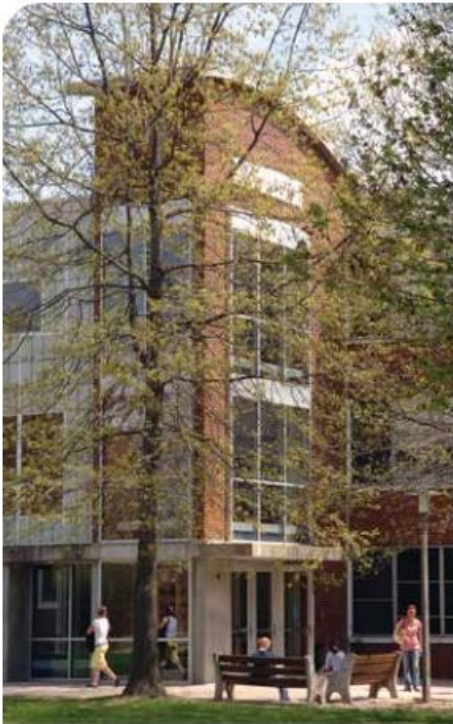


2022-2023

Student Handbook



Department of Teacher Education



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Policies are subject to change.



**RIDER UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
MISSION STATEMENT**

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

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

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

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



COLLEGE OF EDUCATION AND HUMAN SERVICES

Conceptual Framework

GOAL 1: COMMITMENT

Commitment is a value highly prized by the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.



For more information about
Conceptual Framework,
Scan here!

GOAL 2: EXPANDING KNOWLEDGE

In the College of Education and Human Services, 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.

GOAL 3: REFLECTION

The College of Education and Human Services 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.

GOAL 4: PROFESSIONALISM

Novice and experienced educators enrolled in the College of Education and Human Services 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.

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RIDER UNIVERSITY
College of Education
and Human Services



RIDER UNIVERSITY
College of Education
and Human Services

Diversity Statement and Guiding Principles

Bring your whole self to Rider because we grow stronger together

Together, we are fostering an inclusive culture that encourages, supports, and celebrates the diverse voices of our students, faculty, and staff. In the College of Education & Human Services, we strive to nurture a diverse university community rooted in mutual understanding and respect. As a community of learners and scholars, we respect human dignity and have a commitment to equity and justice. Therefore, we are guided by the following principles:

- » **We Act** through advocacy, as well as day to day communication, in ways that demonstrate empathy and humility, that show the value of diversity, and that recognize the harm of discrimination.
- » **We Respect** and grow stronger from one another's unique characteristics and experiences.
- » **We Commit** to learning and reflecting. We will explore our own biases, recognize that our actions and words have impact, support equitable practices for our community, and meaningfully contribute to the world in which we live and work.

I. INTRODUCTION

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

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

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

Rider University prepares teachers who understand:

- Learning involves the active construction of knowledge through posing questions, exploring materials, and testing ideas.
- Learning may take place in cooperative learning groups as well as individual learning activities.
- Teaching is not just the performance of various learned strategies and methods but a reflective process of observation, deliberation, and assessment throughout one's career.
- Curriculum content can be interrelated and is often learned best when integrated across disciplines.
- Assessment and teaching are dynamic processes that go hand in hand.
- Curriculum and teaching must be responsive to the identities, needs, strengths, experiences, and interests of individual students.

As a student enrolled in the Department of Teacher Education, you will have the opportunity to work with a professor who will personally advise and assist you in developing your specific program. In your classes, you will work directly with faculty who have been successful practitioners in their respective fields. You will receive a structured experience working with children, teachers, school administrators, and community agencies.

Many of the teacher education courses are taught in conjunction with a semester-long field experience in a public school in which you will work with an experienced classroom teacher and a Rider professor.

The future offers unique challenges and opportunities for all education students. The College of Education and Human Services, Department of Teacher Education, welcomes those students who want to make a difference in their own lives and the lives of others. The programs prepare students to learn how to affect change in an ever-changing world.

II. DEPARTMENT OF TEACHER EDUCATION DEGREE PROGRAMS

Rider's education programs in teacher preparation combine classroom study with laboratory and field experiences to help you develop a high degree of professional expertise, and become generally well educated. All undergraduate baccalaureate degree programs require broad liberal studies and concentrated study in subjects related to the program specialization.

The Department of Teacher Education offers three baccalaureate degree programs:

1. **Bachelor of Arts in Elementary Education**, with a major in elementary education and a second major or a concentration in one of the following liberal arts programs: behavioral neuroscience, biochemistry, biology, chemistry, communication studies, contemporary theatre practice, criminal justice, dance studies, earth sciences, public relations, film & television, English literature/writing, environmental sciences, geosciences, graphic design, health sciences, history, integrated sciences, journalism, liberal studies: environmental emphasis or marine ecological emphasis, marine sciences, mathematics, popular music studies, political science, psychology, radio & podcasting, sociology, theater studies, or a world language (Spanish). In addition, minors in early childhood, middle school education, and special education are also available, as is certification in English as a second language (ESL) and bilingual education.

Elementary Education (B.A.)—Designed to develop students as early childhood and elementary school teachers. Elementary education majors select a liberal arts discipline in which they fulfill the requirements for the major. The fulfillment of these requirements, together with general studies courses, provides a substantial liberal studies background as well as a foundation for professional development.

2. **The Multidisciplinary Studies concentration** seeks to provide students with a broad-based liberal arts education in four areas: English, mathematics, science, and history. By combining these different areas of study, students will be able to develop a unique plan of study to achieve their personal and career goals. In addition to being qualified to teach all four areas in grades kindergarten through 6, students will also accumulate at least 15 credits in one of the four areas so that they will be highly qualified in the state of New Jersey to teach, additionally, in grades 6 through 8 in one particular subject area. This course of study will enable students to expand their level of certification and thus be marketable to teach at either the elementary or middle school level.

In addition, elementary education majors may also elect to pursue an endorsement, minor, and/or certification in English as a second language/bilingual education, middle school, early childhood, or special education.

3. **Bachelor of Arts in Secondary Education**, with majors in English, mathematics, science (biochemistry, biology, chemistry, environmental sciences, geosciences, marine sciences), history, social studies, and world language (Spanish).

Secondary Education (B.A.)—Designed to develop students as middle and high school teachers. Preparation to teach a particular academic subject is accomplished through a program requiring completion of the major requirements for the appropriate liberal arts or science major, general studies, and professional education major requirements. In addition, a minor in special

education is also available, as is certification in English as a second language (ESL) and bilingual education.

All programs offered by the Department of Teacher Education are approved by the NJ Department of Education using standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

III. ACADEMIC ADVISORS

A. Elementary Education or Secondary Education Majors As an education major, you must declare and fulfill the requirements as a dual major—one in elementary or secondary education and one in a liberal arts program. You will have two faculty advisors - one in education and one from the department of your second major. If you have a third major and/or additional minor, you may also have an appropriate advisor. You should meet with all your assigned advisors at least once a semester.

You will receive notification of your assigned advisors from the department chairpersons or the dean's office from the College of Education and Human Services, the College of Arts & Sciences, or the Norm Brodsky College of Business. If you do not receive this information early in the semester, you should inquire in the Department of Teacher Education Office in BFH 102. You may also find your advisors' names and office hours by going to www.rider.edu in your *MyRider* account. If office hours are inconvenient for any reason, you should ask your advisors or the department secretary to schedule an appointment for a more convenient time.

You should meet with your second major advisor before meeting with your education advisor prior to registering for classes. You must be **green-lighted** by both advisors before you will be able to register on-line. See Section VII Course Selection and Pre-Registration Procedures for further details.

B. Elementary Education with a Multidisciplinary Studies concentration You will only have one academic advisor with this concentration.

IV. ACADEMIC POLICIES

A. Criminal Background Check Field Site Requirement

Many field sites that Rider students work with at the sophomore, junior and senior level require all interns to have secured a criminal background check prior to beginning site visits. In order to ensure that you have full access to all field sites throughout your Rider experience and can successfully complete the NJDOE visitation, you **must** complete the Criminal Background Check prior to the start of your sophomore year. Transfer students must complete the Criminal Background Check when they enroll at Rider to ensure full access to field sites.

Instructions on completing the Criminal Background Check can be found here: <https://www.rider.edu/academics/colleges-schools/college-education-human-services/resources/student-teaching/forms-publications>

B. Normal Academic Course Load

A minimum of twelve credits is considered full-time status. Your normal academic load as an undergraduate student will not exceed 17 credits hours per semester.

C. Course Overload

An undergraduate student may exceed the normal maximum academic load of 17 credits *after completing 45 credit hours and having attained a minimum cumulative grade point average (GPA) of 3.0 or higher*. Students who wish to exceed the normal load may enroll in 18 credits with no additional fee.

Note: Students in the Department of Teacher Education are not permitted to enroll in more than 18 credits or a one-course overload in any one semester.

REGISTRATION NOTE: In order to register for the additional overload course, approval must be given by the Assistant Dean in BFH 111.

D. Academic Classification

FRESHMAN	0-23 completed credits
SOPHOMORE	24-53 completed credits
JUNIOR	54-89 completed credits
SENIOR	90 or more completed credits

E. Grading

To compute a grade point average, multiply the number of quality points that the grade represents by the number of credits that the course is worth. Add up all quality points earned then divide by the total number of credits attempted.

<u>Grades</u>	<u>Quality Points</u> (x Number of Credits = Points Earned)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D	1.0
F	0

$$\text{Grade Point Average} = \frac{\text{Total Points Earned}}{\text{Credits Attempted}}$$

(Note: This process is also described in The Academic Catalog.)

F. Academic Standards

As a student in the Department of Teacher Education, you must demonstrate competence in your academic work in order to continue in the program.

All Education Majors must maintain a minimum 2.75 cumulative grade point average (GPA) and receive a grade of C+ or higher in any education course (a)

that is specifically required for a major or minor in education, and (b) in which enrollment is limited to education majors.

G. Professional Standards

The Department of Teacher Education also reviews the professional development of all students to ensure that they meet departmental standards for professional conduct and that they show promise of success in teaching. This review is in addition to the grade requirements described in the previous section.

Students who fail to meet the department's standards will be advised on ways to improve their performance, or asked to leave the program.

H. Dismissal from Field Experience Prior to Student Teaching

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

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

I. Academic Standing

Good Academic Standing is defined as having a minimum 2.75 cumulative grade point average (GPA). The Committee on Academic Standing reviews records of all students who are not in good academic standing, and makes a decision regarding academic status or dismissal for poor scholarship.

1. Academic Probation

A student whose GPA falls below 2.75 (between 2.74 and 2.0) is placed on academic probation and is subject to dismissal from the College of Education and Human Services under the following conditions:

- The student fails to follow the recommendations made by the Academic Standing Committee and fails to achieve a 2.75 cumulative grade point average.
- The student's cumulative grade point average is below a 2.75 for two or more consecutive semesters.

The Academic Standing Committee reviews all cases on an individual basis.

2. Conditional Standing

A student whose GPA falls below 2.0 is placed on Conditional Standing and is subject to academic dismissal from the University under the following conditions:

- The student fails to follow the recommendations made by the Academic Standing Committee and fails to achieve a 2.0 cumulative grade point average.

- The student's cumulative grade point average is below a 2.0 for two or more consecutive semesters. The Academic Standing Committee reviews all cases on an individual basis.

V. GRADUATION REQUIREMENTS**

****IT IS THE STUDENTS' RESPONSIBILITY TO MAKE SURE THAT HER/HIS DEGREE REQUIREMENTS ARE MET.**

DegreeWorks is used to monitor your progress toward graduation and is updated each semester to ensure proper course selection. **Students must take only those courses listed as part of the Core curriculum and not make any substitutions. Failure to take the right course may cause a delay in graduation.**

The semester prior to your projected graduation, meet with **all** your advisors (education and liberal arts), who will review your program degree requirements and clear you for graduation. It is your responsibility to meet with your advisors and file the appropriate forms with the Dean's office.

Students planning to graduate in May or at the end of Summer Session I, or II must submit a degree application to the Registrar's Office during the preceding fall semester. December or January graduates must submit their paperwork during the preceding spring semester. This enables the University to print diplomas correctly, reserve academic attire, and check all graduation requirements. The Dean's Office certifies that students have fulfilled all of the following requirements:

1. Achieved a minimum cumulative grade point average of 3.0.
2. Completed all requirements of the Core Curriculum.
3. Completed all the Professional Education requirements.
4. Completed all the requirements of the second major(s) and if applicable, the minor(s)
5. Completed a minimum of 126 credits (123 credits for the Multidisciplinary Studies concentration).

VI. PROFESSIONAL EDUCATION COURSES

All undergraduate students in the Department of Teacher Education must complete a minimum of 123 or 126 credit hours depending on your program of study. The requirements include the core curriculum courses, professional education courses, and course requirements of the second major. Twenty-four of the total credits are professional education courses, which includes methods courses, and student teaching, which is the capstone course.

1. **Methods Courses:** These courses will differ according to your major, Elementary Education or Secondary Education (ELD or SED courses). You must have a minimum 2.75 GPA, passed the Core Academic Skills for Educators test, demonstrated acceptable level of proficiency in the use of English (both oral and written) and mathematics, and have successfully completed the foundations courses.

Elementary Education students may not register for ELD 308 or ELD 376 or apply for student teaching without passing scores on all required sections of the Elementary Education Multiple Subjects Test. Students who are minoring in Early Childhood Education have the option of submitting passing scores on the ECE Praxis II test instead.

2. **Capstone Experience - Student Teaching:** To be eligible for student teaching, you must have successfully passed all the education courses that are included in your education major as well as any education minor courses and have a minimum 3.0 cumulative GPA. In addition, students must present evidence of a passing score on the PRAXIS II: Praxis® Subject Assessments).

THE EDUCATION COURSE FIELD EXPERIENCE

Most of the education courses are taught in conjunction with a field experience in a public school setting under the guidance of an experienced teacher and the course professor. The course content prepares you for conducting and understanding your work in the field, and the field experience broadens and deepens your understanding of the course content. Over the course of your professional education preparation, you will be placed in a variety of grade levels.

- **EDU 106/206 Field Experience**

These two courses are taken concurrently and are offered in the fall and spring semesters. To be eligible to enroll in these courses, you must have a minimum 2.75 cumulative grade point average (GPA).

In these courses, you will work several hours a week as a teacher's assistant, observing and helping conduct lessons and activities that the cooperating teacher has planned.

- **Methods Course Field Experience**

During the methods courses you will continue to observe and assist the cooperating teacher, but also plan, teach, and reflect on lessons for individual, small group, and full class settings.

- **Capstone Student Teaching and Seminar**

Student teaching is a full-time program for seniors providing practical teaching experience in an accredited elementary, middle school or secondary school. Under the direct supervision of a cooperating teacher and a faculty supervisor from Rider, the student teacher is observed and evaluated throughout this internship period.

While student teaching, the student is required to attend weekly seminars on special topics relating to the student teaching experience.

All student teaching candidates must complete the edTPA during the full-time student teaching semester.

Students are advised that while edTPA is not required for graduation at Rider University, the successful submission by the assigned due date is required for completion of the student teaching course. Students will not be permitted to pass the student teaching course (EDU 465/CURR 770/CURR 771) until edTPA has been submitted. If edTPA has not been submitted by the assigned due date, students will receive a grade of "Incomplete" in the student teaching course until the assessment has been successfully submitted.

If it is necessary for a student teacher to resubmit any portion of their edTPA due to low score or multiple condition codes, the resubmit may take place after the semester has ended and will not delay graduation from Rider University. Be advised, students will not be issued certification with the New Jersey Department of Education (NJDOE) until a passing score is received on edTPA. While students will be approved to graduate, the student will not be able to apply for certification.

While an official edTPA score will not enter into the student teaching course grade (much like Praxis score(s) do not enter into the student teaching course grade), failure to meet the assigned edTPA submission due date will impact evaluations in Domain 1 (Preparation and Planning) and Domain 4 (Professional Responsibilities) of the Danielson Framework and could adversely affect the overall grade in the course.

"NOTE: As of August 2022, the New Jersey Senate has approved the elimination of edTPA for teacher certification, however the bill is still moving through the legislative process. The Dean's Office and the Office of Field Placement and State Certification have not received guidance from the NJDOE on the requirements for the 2022-2023 academic year. Any information regarding certification requirements will be relayed to current student teachers as soon as it is made available."

NJDOE Determined Cut Scores for Academic Year 2022-2023

13-rubric handbooks (World Language): 32

15-rubric handbooks (Early Childhood, English as an Additional Language, Secondary): 37

18-rubric handbooks (Elementary Education: Literacy with Task 4 Mathematics): 44

Student teaching takes place in one setting for approximately fifteen weeks during the fall or spring of the senior year. This extended period allows for a gradual assumption of teaching responsibilities, permitting you, as the student teacher, to become successful with some of the cooperating teacher's responsibilities before taking on additional responsibilities.

This is a full-time experience and you are advised against taking any additional courses during this semester. You will earn 12 credits for Student Teaching and Seminar.

Additional information regarding student teaching is available in the Office of Field Placement and State Certification, BFH 116.

VII. EDUCATION COURSE SELECTION AND PRE-REGISTRATION GUIDELINES

All students in the Department of Teacher Education must meet with their academic advisors at least once a semester during the course selection period. On-line registration is available to all Rider students. The course selection process usually begins in October for the spring semester and March for the fall semester. You will be able to register for classes on-line or in the registrar's office after you have met with both your advisors, your schedule has been approved, and you have been "Green-Lighted" by all your advisors.

1. Before you meet with your advisor the following materials will help expedite the advising process:
 - Course Selection Request Form (required for in-person registration only)

- Your advising portfolio, and updated Program Check sheet (See Appendix A)
 - The Department of Teacher Education List of Recommended Courses to Fulfill Program Core Requirements. (See Appendix B)
2. After you have gathered the materials:
- Make an appointment with both your advisors (*second major first*) to choose your classes for the following semester. Department of Teacher Education faculty offices are located in BFH 102.
 - We recommend that you create alternate plans for your classes in the event that classes are closed.
 - Both your advisors approve your schedule electronically by “*Green-Lighting*” you, which indicates that you may register. In the event that you do not register on-line, a course selection form, signed by your advisor, will be required for in-person registration.
 - When you are scheduled to register is based on the total number of credits passed at the end of the previous semester.

A. COURSE SELECTION PROCEDURES

In addition to the above-mentioned information, as a student in the Department of Teacher Education, please be aware of the following guidelines regarding education courses:

1. REGISTERING FOR THE CORE COURSES: EDU 106 and 206:

☐ ELEMENTARY EDUCATION MAJORS

- a. You must have a GPA of 2.75.
- b. There are sections of the course that are designated for elementary education majors, so be sure to register for the appropriate section of EDU 106/206, which will be specified in the on-line Enhanced Course Roster. The two courses are taken concurrently, so you must register for the correct co-requisite of the paired course.

☐ SECONDARY EDUCATION MAJORS

- a. You must have a cumulative GPA of 2.75.
- b. Be sure to register for the section of EDU106/206 that is designated for secondary education majors only.

2. REGISTERING FOR THE EDUCATION METHODS COURSES (ELD, SED or TEC)

☐ ELEMENTARY EDUCATION MAJORS (ELD Courses)

- a. The first pair of methods courses that you will be required to take is ELD 307 Emergent Literacy P-3 and ELD 375 Teaching Mathematics in Elementary Classrooms.
- b. In order to be able to register for these courses, you must have a cumulative GPA of 2.75, and must have passed all sections of the Core Academic Skills for Educators Test (Test Code 5752).

- c. You should have completed your math elective (MTH 102, MTH 105, MTH 150, or MTH 210), CMP 120 Seminar in Writing and Rhetoric, CMP 125 Seminar in Writing and Research, and COM 104 Speech Communication.
- d. **NOTE: If your GPA is below 2.75**, you will not be permitted to take the education methods courses, and may register for five (5) courses that are not education classes.
- e. Elementary Education students may not register for ELD 308 or ELD 376 or apply for student teaching without passing scores on all required sections of the Elementary Education Multiple Subjects Test. Students who are minoring in Early Childhood Education have the option of submitting passing scores on the ECE Praxis II test instead.

□ **SECONDARY EDUCATION MAJORS (ELD or SED Courses)**

- a. You must have a 2.75 GPA. In addition, all students must show evidence of having taken and passed all sections of the Core Academic Skills for Educators Test prior to being able to register for all education methods courses.
- b. **NOTE: If your GPA is below 2.75**, you will not be permitted to register for any methods courses, and may register for five (5) courses that are not education classes.

3. APPLYING FOR STUDENT TEACHING & REGISTERING FOR EDU 465 STUDENT TEACHING AND SEMINAR:

- a. *To be eligible to apply* for student teaching you must have successfully completed all your education courses and have a minimum **cumulative GPA of 3.0**.
- b. Students must present evidence of a **passing score on the PRAXIS II: Content Knowledge or Test** for their specific subject area. In addition, you must complete the following no later than the February prior to the following fall or spring semester in which you are planning to do your student teaching:

- ✓ Complete the Student Teaching Application
- ✓ Compose a Student Belief Statement (submit two copies).
- ✓ Submit two copies of your resume.
- ✓ Submit a Criminal Background Check. We suggest you acquire a substitute-teaching certificate once you have 60 credits.
- ✓ Register for the course EDU 465 Student Teaching & Seminar during the registration period for the semester in which you will be doing your student teaching. ***You must be sure to meet with your advisor/s in order to be “green-lighted” so you may register on line.***

- c. Submit your completed forms to the Office of Field Placement and State Certification BFH 116. **Please be advised that there is a fee of approximately \$550.00 attached to Student Teaching; this fee is subject to change. \$300.00 of the student teaching fee is utilized to cover the cost of edTPA.**

NOTE: If the edTPA requirement is eliminated for 2022-2023 student teachers, the \$300 fee will be refunded in the form of a check."

- d. **GRADUATION NOTE FOR SENIORS STUDENT TEACHING IN THE FALL:** Seniors who have completed all their program/ degree course requirements in the spring semester except for EDU 465 Student Teaching &

Seminar, and are student teaching the following fall semester, are considered December graduates. These students may participate in Rider's commencement ceremonies at the end of the following spring semester in May.

4. EARLY CHILDHOOD EDUCATION MINORS

Freshmen:

- Students who intend to add Early Childhood Certification to their program must fill out a Major/Minor/Concentration form declaring Early Childhood Education (ECE) as their minor, and bring the form to the Dean's office in BFH 111 before Course Selection.

Sophomores:

- Register for PSY 230 Child Development.
- If you have completed PSY 100 and PSY 230, please enroll in ECE 200: Infant and Toddler Care and Education.

Juniors:

- Enroll in ECE 332: Family, Community and Diversity in ECE

Seniors:

- Enroll in ECE 450: Developmental Methods and Assessment in Early Childhood Education. *[Please Note: You will be expected to intern at least 6 hours per week in the morning in a preschool classroom setting. Please plan accordingly.]*
- Make sure that student teaching application materials requesting placement in a primary (K-3) classroom have been submitted to the Office of Field Placement and State Certification Office BFH 116.

5. SPECIAL EDUCATION MINOR

The courses in the Special Education Program are sometimes connected to other education courses. Because the courses are only offered in either the fall or the spring semesters, it may be difficult to complete the program in four years without careful scheduling. Therefore, it is highly recommended that students declare the special education minor before they begin the education foundation courses in the sophomore year. The GPA and PRAXIS requirements for special education are aligned with those required for the elementary education program.

Sophomores:

- Sophomores should register for SPE 201 in the fall and SPE 202 in the spring. Although it is not required, it is suggested that students take EDU 106 and 206 along with SPE 201.
- You must have a cumulative GPA of 2.75 to register for the courses.

Juniors:

- Juniors should register for SPE 303 and SPE 304 in the fall or spring semester. These courses are to be taken concurrently with the methods ELD courses.

- You must have a cumulative GPA of 2.75.

Seniors:

Students in the Special Education Program are required to have a general and special education experience during student teaching. The field placement office and your university supervisor will work to facilitate an appropriate placement. Student teaching requests are accepted, however, placement decisions will be made based upon alignment with the standards and requirements of the special education program.

6. MIDDLE SCHOOL MINOR

Elementary Education majors wishing to become “*highly qualified*” teachers for middle school (Grades 5-8) in NJ may acquire an endorsement by completing this minor with a subject specialization in English, history, mathematics, science, Chinese, French or Spanish. The subject specialization may be satisfied either by the second major or by completing a minimum of 15 credits in the area of specialization.

Additional Education Core Courses Required (5 credits)

All of the following one-credit courses: (2 credits)

ELD 350 Early Adolescence

ELD 360 Structure and Culture of the Middle School Classroom

One (1) of the following courses based on subject specialization: (3 credits)

EDU 420 Teaching a Second Language

ELD 380 Methods of Teaching Mathematics in the Middle School

ELD 385 Teaching Science in the Middle School

ELD 390 Teaching Social Studies in the Middle School

ELD 395 Literacy Learning in the Middle School

Note: To be able to register for these courses, students must have successfully completed EDU 106: Context of Schooling, EDU 206: Developmental Educational Psychology, and achieved a cumulative GPA of 2.75.

RIDER’S ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT

PROGRAM trains future educators to be sensitive to the cultural, sociological, linguistic, and psychological diversities that ELL students bring with them to school. The mission of the English as a Second Language program at Rider University is to provide the skills, attitudes and understandings necessary to teach non-native speakers of English in order for them to achieve their greatest potential through education for life.

Rider’s ESL Endorsement Program offers the required courses to obtain certification as a teacher of English as a Second Language in the State of New Jersey. The required courses are: Multicultural studies electives

EDU 320: Introduction to Linguistics and Psycholinguistics

EDU 358: Literacy and the Bilingual/Bicultural Child

EDU 420: Teaching a Second Language

EDU 460: Educating and Evaluating the Bilingual Child

Note: ESL field experiences are required. English Proficiency evaluations are required (OPI and WPT tests. A minimum of Advanced Low is required)

VIII. PRAXIS TEST REQUIREMENTS

DEPARTMENT OF TEACHER EDUCATION

PRAXIS® TEST REQUIREMENTS

ALL EDUCATION MAJORS

CORE ACADEMIC SKILLS FOR EDUCATORS TEST [Code #5752]

The NJ DOE requires that ALL Elementary Education & Secondary Education majors take and pass all sections of the Core Academic Skills for Educators Test (Test Code # 5752) prior to being able to register for their junior/senior professional methods courses.

Any Teacher Education student with 54 or more credits who has not passed all three Praxis Core Tests will be referred to the Academic Standing Committee for dismissal from the Teacher Education Program. Transfer students with 54 or more credits will have one semester to pass these three tests. Students dismissed from Teacher Education who later pass all Praxis Core tests may apply for re-admission.

These courses include: ELD 307/375, ELD308/376, ELD320/380/385/390/395; SED 370/400/405/410/415/431; SPE 303/304; ECE 450; BED 415.

Test	Test Code	Rider University Passing Scores
Combined Test	5752	
Reading	5713	156
Writing	5723	162
Mathematics	5733	150

NOTE: This is a New Jersey Department of Education requirement that applies to all elementary & secondary education majors. No exceptions can be made by the Chair of the Department of Teacher Education or the Office of the Dean.

ELEMENTARY EDUCATION MAJORS

Elementary Education: Multiple Subjects Test

- Elementary Education students may not register for ELD 308 or ELD 376 or apply for student teaching without passing scores on all required sections of the Elementary Education Multiple Subjects Test. Students who are minoring in Early Childhood Education have the option of submitting passing scores on the ECE Praxis II test instead. Exceptions could be made by the department chair.

- Any Elementary Education student with 75 or more credits who has not passed all required sections of the Elementary Education Multiple Subjects Test will receive a formal letter explaining that remaining in Teacher Education while unable to take ELD 308 and ELD 376 may cause a delay in their graduation and advising them to discuss with advisors what would be needed to graduate if at some point they must transfer to the College of Arts and Sciences.

Elementary Education Multiple Subjects Test	Test Code	Passing Score
Combined Test	5001	
Reading & Language Arts Subtest	5002	157
Mathematics Subtest	5003	157
Social Studies Subtest	5004	155
Science Subtest	5005	159

SECONDARY EDUCATION MAJORS

All secondary education majors must present evidence of a passing score for all sections of the Praxis® Subject Assessment for their specific certification content area six (6) months prior to student teaching.

- Students applying for student teaching for the Fall Semester must present their PRAXIS scores no later than March 1, and those applying for the Spring Semester must present their PRAXIS scores no later than July 1.*
- Go to <http://www.ets.org/praxis/nj/requirements> for more information regarding the specific Praxis content area test requirement(s).
- Students applying for Early Childhood Certification or Middle School Certification will be required to take an additional Praxis Test for their certification area prior to graduation.

PRAXIS RESOURCES

- The College of Education and Human Services has created a website dedicated to Praxis. Please visit www.rider.edu/praxis to view important information regarding the tests and study resources.
- FREE ONLINE PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS TEST PREP PROVIDED BY KHAN ACADEMY & ETS**

ETS and Khan Academy® have partnered to offer free online test prep for the Praxis® Core Academic Skills for Educators. "This new resource will help you build the reading, writing and mathematics skills needed to succeed on the Praxis® Core test. Once you create your free account, you can:

- Complete diagnostic tests to better understand your strengths and weaknesses.
- Create a personalized study plan with recommendations from Khan Academy.
- View instructional videos to refresh your understanding of concepts that are covered on the Praxis Core tests.
- Practice with interactive sample questions and receive immediate feedback.
- Take full-length practice tests and get an authentic score on a scale of 100–200.

- Track your progress to achieve your score goals and celebrate progress along the way!"

Get started here: <https://www.ets.org/praxis/prepare/khan>

- **FREE ONLINE PRAXIS PRACTICE TESTS FOR PRAXIS SUBJECT ASSESSMENTS & PRAXIS CONTENT KNOWLEDGE**

Email Nicole Caplinger (caplinger@rider.edu) with the 4-digit test code of the test that you are planning to take. You will then receive an email with the serial number to enter into the ETS Interactive Practice Test website (<https://practice.ets.org>) so you may access the test. Please know that you can only use this serial number once, so you must complete the test in one sitting.

- **FREE PRAXIS TUTORING**

The Academic Success Center offers individual or small group tutoring appointments for Reading, Math and Social Studies Praxis exams. Appointments can be scheduled through Tutortrac on the Rider website (Rider homepage→Students drop down menu→Tutortrac). Appointments for tutoring can also be scheduled by calling the Academic Success Center at 609-896-5008 or by stopping by BLC 237.

Additionally, students can schedule individual appointments with the Success Coach, Elizabeth (Liz) Sapudar, for assistance with test anxiety and test-taking strategies. Students can email Liz at esapudar@rider.edu, or call the Academic Success Center to schedule an appointment.

A. EARLY CHILDHOOD (P-3) MINORS

All Early Childhood (P-3) minors are required to take the Praxis Early Childhood Content Knowledge test (Code 5025) and pass with a minimum score of 156. This test must be taken and passed before student teaching.

B. SECONDARY EDUCATION MAJORS / MIDDLE SCHOOL MINORS

Secondary Education majors are required to take and pass the *Praxis II/Subject Assessment Test* for your specific subject area. Middle School minors take the *Praxis II/Teacher of Elementary with Subject Matter Preparation* for their specific subject area. Check the website <http://ets.org/praxis> or registration booklet for your specific subject code, dates or testing, and for a schedule of fees. Minimum scores vary by subject area. Check the ETS website for State Requirement for test scores. You can register on-line at <http://ets.org/praxis> or pick up a registration booklet in the Office of Field Placement and State Certification (BFH 116).

IX. OFF-CAMPUS COURSE APPROVAL/SUMMER SESSION Guidelines

1. OFF-CAMPUS COURSE APPROVAL

Students wishing to transfer credits to Rider University from another institution must complete a Request for Off-Campus Course Approval form for each course they wish to transfer. The following requirements must be met:

- a. Prior approval of the appropriate Department Chair and of the Dean must be obtained 30 days before the start of the course.
- b. Students must have a minimum cumulative GPA of 2.0 at Rider University.

- c. After completing 63 credits, credits may only be transferred from a four-year institution
- d. The last 30 credits must be taken at Rider University.

2. POLICY ON TRANSFER CREDIT COURSES

- a. Rider will not accept a course with a grade below “C.”
- b. If you did not submit the off-campus course approval form and receive approval for the course, it will not be accepted for transfer.
- c. Upon completion of the course, you must request that the other school send an official transcript to the Rider University Registrar’s Office.
- d. The transferred credit will not be included in the calculation of your Rider GPA and will appear as TR on your Rider transcript. Check DegreeWorks to be certain it appears.

3. THE MAXIMUM NUMBER OF SUMMER COURSES THAT CAN BE TAKEN EITHER AT RIDER OR AT ANOTHER COLLEGE OR UNIVERSITY

You may only take a maximum of four (4) courses or 14 credits during the summer session with no more than two (2) courses or 7 credits per session. That is, two courses during Summer Session I AND two (2) courses during Summer Session II. The maximum number of credits may not be exceeded without written authorization from the Dean.

NOTE: If you are taking summer courses at Rider as well as at another college or university, you may not take more than four courses (14 credits) combined.

X. STUDY ABROAD

Study abroad experiences are available in many locations through Rider-based programs. Study sites include Austria, Australia, England, France, Ireland, Latin America, China, and Spain plus others. Rider also offers short-term faculty-led travel projects that involve study or service learning. Conducted over the January recess or in the summer, they are usually credit bearing, and of two to three weeks duration. These travel projects change every year. Students should consult the study abroad webpage for updated listings.

Credit for study abroad is available for language study as well as for cultural courses. Courses to be used for completion of core requirements should be approved by the appropriate office before students enroll at study abroad sites. Credit for education courses will not be granted. It is recommended that education majors wishing to take courses abroad plan on taking these courses prior to starting their methods courses.

Students wishing to take courses abroad must have a minimum GPA of 2.5, and apply to receive permission from the International Studies committee. Deadlines for applying for study abroad are October 1 for the following spring semester and March 1 for the following summer or fall semester. For additional information contact the Center for International Education (BLC 124) at 609-896-7717 or go to the Rider University Study Abroad web site, www.rider.edu/studyabroad

XI. CHANGING MAJORS/DECLARING A SECOND MAJOR OR MINOR

If you are currently an education major and wish to change, add or change your second major, add, drop, or change a minor please complete the Transfer Between Colleges/Major/Minor/Concentration Form, which is available on the Registrar's Office webpage

https://www.rider.edu/sites/default/files/files/2020_Registrar_ChangeofMajorForm.pdf.

Once you have obtained all the necessary signatures from the appropriate Department Chairs, bring the completed form to the Department of Teacher Education office in BFH 102 for processing.

NOTE: All changes should be made prior to the start of the registration period.

XII. STUDENT SUPPORT SERVICES

❑ Rider Academic Success Center

Bart Luedeke Center, Room 237

609-896-5008

Shane Conto, Director, Academic Tutoring

academicsuccesscenter@rider.edu

The Academic Success Center offers programs and services designed intentionally to maximize student involvement in their own learning and development. The center is open Monday-Thursday, 8:30 a.m. – 8 p.m. and Friday, 8:30 a.m. – 5 p.m. Programs and services include:

- Writing Studio
- Tutoring Services
- Professional Tutors
- Supplemental Instruction

❑ Student Navigation Office

Bart Luedeke Center, Ground Floor

609-896-5226

Cristian Vergara, Director

navigate@rider.edu

The Student Navigation Office at Rider University provides individualized support and nurturing to first-year students as they make the transition from high school to college. First-year students will work closely with our Navigation Coaches who ensure that each student has access to all of the resources necessary to be successful in their first year - and beyond.

❑ Student Accessibility and Support Services

Bart Luedeke Center - Suite 201

609-896-5492

accessibility@rider.edu

Christine Psolka, Director

Student Accessibility and Support Services offers a range of services for students with a documented disability. These services include: provision of academic and housing/dining accommodations, ensuring accessibility to a Rider education and the Rider campus, student academic coaching, and faculty/staff consultation.

❑ **Education Career Development and Success**

Bart Luedeke Center Top Floor Suite 237
609-896-5000 x7488

Kim Barberich, Career Coaching

careers@rider.edu

Career Development and Success (CDS) provides a variety of assistance and resources to students including group career coaching, assessments, professional development workshops, coaching appointments provide extensive instruction and training focusing on creating or revising a resume or cover letter, creating professional branding, developing networking skills, extensive interview preparation, and job search strategies. CDS has partnered with Handshake, the online career management platform that allows students to create a professional profile for employers, upload a resume, search and apply for jobs, participate in campus recruiting, and register for group coaching appointments, workshops, programs, and events.

❑ **Student Involvement & First Year Programs**

Bart Luedeke Center, Student Affairs Suite
609-896-7306

Barbara Perlman, Director

orientation@rider.edu

The Office of Student Involvement & First Year Programs oversees all clubs and organizations at Rider and assists students with getting involved. The Office is also responsible for New Student Orientation, Welcome Week, and other programs geared toward supporting new students' transition to Rider University.

❑ **Registrar's Office**

Registrar@rider.edu

Bart Luedeke Center, Room 213
609-896-5065

❑ **Open Access Computer Labs for Student Use**

Moore Library-Lab Without Walls
SRC Computer Lab

❑ **Kiosk Locations**

] BLC 2nd floor/Cashier's Window
BLC Commuter's Lounge
Bierenbaum Fisher Hall - 1st and 3rd floors
Daly Dining Hall
Fine Arts - 1st and 3rd floors
Lynch Adler Hall - 1st floor
Science - 1st floor lobby
SRC Lobby
Sweigart - 1st floor business center

❑ **Easy Print Release Locations**

Bart Luedeke Center, Commuter Lounge,
Bierenbaum Fisher Hall 1st & 3rd Floor Lobbies
Daly's Dining Hall

Daly's Classroom Area
Fine Arts 1st & 3rd Floor Lobbies
Lynch Adler Hall 1st Floor
Moore Library
Moore Library – Talbot Library Circulation Desk (3rd floor)
Moore Library with Walls
Science Building, 1st Floor Lobby
SRC Lobby
Sweigart Hall 1st Floor Lobby

XIII. MISCELLANEOUS INFORMATION

1. STUDENT ORGANIZATIONS

Honor Society

Kappa Delta Pi: International Honor Society in Education. Advisor, Dr. Percy.

Other Organizations

- Council for Exceptional Children, Student Chapter - Advisor, Dr. Delisio
- Student Education Association - Advisors, Drs. Mainali and Garrett.

More information regarding any of the student organizations is available in the Department of Teacher Education Office (BFH 102) and BroncNation.rider.edu.

2. STUDENT RIDER E-MAIL

Your Rider email account is your email address for all official email communications from the University. You are expected to check your Rider email account on a frequent and consistent basis in order to stay current with University-related communications. Any email from your instructors about their courses will only be sent to your official Rider email address. Any communication from you to any administrator, staff, or faculty member must come from your Rider email address.

Assignment of Student Email Address

Official university email accounts are available for all registered students. The domain name for an official university email account is “rider.edu”. Official university communications will be sent to students’ official university email addresses. Students must insure that there is sufficient space in their accounts to allow for email to be delivered. Students have the responsibility to recognize that certain communications may be time-critical. If you have any questions pertaining to your e-mail account, please call 609-219-3000.

DEPARTMENT OF TEACHER EDUCATION DIRECTORY
Main Number 609-896-5000

Dean's Office	Title	Office	Ext.
Dr. Jason Barr	Dean	BFH 111	5085
Barbara Fruscione	Assistant Dean	BFH 111	7300
Nicole Caplinger	Executive Assistant to the Dean & edTPA Coordinator	BFH 111	5068
Kim Barberich	Career Coach	BLC 237	7488
Office of Field Placement and State Certification			
Erica Spence-Umstead	Director of Placement	BFH 116	5417
Adam Lucas	Director of Clinical Internships	BFH 116	5351
Jeanette Friscia	Coordinator, Certification	BFH 116	5175
Department of Teacher Education			
Dr. Susan Dougherty	Chair, Associate Professor	BFH 102D	5162
Carol Harris	Administrative Specialist	BFH 102C	5444
Dr. John Baer	Professor	BFH 102P	5668
Dr. Heather Casey	Professor	BFH 102H	5646
Dr. Lauren Delisio	Assistant Professor II	BFH 102F	5685
Dr. Tracey Garrett	Professor	BFH 102I	5347
Dr. Diane Casale-Giannola	Professor	BFH 102E	5078
Dr. Bhesh Mainali	Assistant Professor II	BFH 102G	5498
Dr. Mark Percy	Associate Professor	BFH 102J	5405
Dr. Katherine Vroman	Lecturer I	BFH 102 N	5438

COLLEGE OF ARTS AND SCIENCES-CHAIRPERSON DIRECTORY

Main Number 609-896-5000

Fall 2022

School of Science, Technology & Mathematics (15 majors/1 graduate program)

- Department of Biology, Behavioral Neuroscience & Health Sciences
- Majors – Biology/Behavioral Neuroscience/Health Sciences/Exercise Science
- Chair – Dr. Paul Jivoff

- Department of Computer Science & Physics
- Majors – Computer Science/Cybersecurity
- 1 graduate program: Cybersecurity
- Chair – Dr. John Bochanski

- Department of Mathematics
- Majors – Mathematics/Actuarial Science
- Chair – Dr. Ahmad Mojiri

- Department of Earth & Chemical Sciences
- Majors – Chemistry/Biochemistry/Marine Science/Environmental Science/Environmental Studies/Earth Sciences/Geology
- Chair – Dr. Alex Grushow

- *Administrative Specialists/Associates:*
- MaryFaith Chimera – BIO/CHE/GEMS
- Angela Mulchahy-Hachicha – CSC/MTH

School of Humanities & Social Sciences (8 majors/1 graduate program)

- Department of Languages, Literatures & Cultures
- Major – Spanish
- Chair – Dr. Elizabeth Scheiber

- Department of English
- Major – English (Literature/Writing/Cinema Studies)
- Chair – Dr. Terra Joseph

- Department of History & Philosophy
- Major – History
- Chair – Dr. Nikki Shepardson

- Department of Psychology
- Majors – Psychology/Organizational Psychology
- 1 graduate program: Applied Psychology
- Chair – Dr. Elaine Scorpio
- Department of Political Science

- Major – Political Science
- Chair – Dr. Olivia Newman
- Department of Sociology & Criminology
- Majors – Criminal Justice/Sociology
- Chair – Dr. Victor Thompson
- *Administrative Specialists/Associates:*
- Susan Cuccia – POL/SOC
- Michele Figueroa – HIS/PHL
- Alison Neu – ENG/LLC
- Karen Nolan – PSY

School of Communication, Media & Performing Arts (18 majors/1 graduate program)

- Department of Communication, Journalism & Media
- Majors – Communication Studies/Graphic Design/Journalism/Public Relations/Radio & Podcasting/Sports Media/ *Social Media Strategies (new launching FA '23)*
- Chair – Dr. Nancy Wiencek
- Department of Media
- Majors – Film & Television/Music Production/Game & Interactive Media Design
- Chair – Dr. Shawn Kildea
- Department of Performing Arts
- Majors – Acting for Film, Television & Theatre/Arts & Entertainment Industries Management/Dance/Dance Science/Dance Studies/Musical Theatre BFA/Musical Direction BM/Theatre
- 1 graduate program: Arts Management & Executive Leadership
- Interim Chair – Jason Vodicka
- *Administrative Specialists/Associates:*
- Janet Guthrie – THE/DAN
- Saadiya Alidina – COM/ FTV

Westminster Choir College (3 majors/6 graduate programs)

- Department of Music Education
- Major – Music Education
- 4 graduate programs: Music Education/Choral Conducting/Choral Pedagogy/Sacred Music
- Chair – Tom Shelton
- Department of Music Composition, History & Theory
- Major – Bachelor of Arts in Music (BAM)
- Chair – Dr. Sharon Mirchandani
- Department of Piano and Voice
- Major – Voice Performance

- 2 graduate programs: Voice Pedagogy & Performance/Voice Pedagogy (Classical & Musical Theatre)
- Chair – Margaret Cusack
- *Administrative Specialist/Associate:*
- Debbie Williamson
- Program Directors
 - Gender Studies – Erica Ryan
 - Multicultural Studies – Pearlie Peters
 - BHP – Cara DiYanni
 - CMP – Megan Titus
 - FYS – Cynthia Martinez

APPENDICES

PROGRAM CHECKSHEET SAMPLE	APPENDIX A
CERTIFICATION ROADMAP	APPENDIX B
RECOMMENDED COURSES TO FULFILL CORE REQUIREMENTS	APPENDIX C
TECHNOLOGY COURSES AND CERTIFICATION	APPENDIX D
FALL 2022 PRAXIS TEST CODES, QUALIFYING SCORES & FEES WITH PRAXIS RESOURCES	APPENDIX E

APPENDIX A

RIDER UNIVERSITY

B.A. in Elementary Education concentration in Multidisciplinary Studies with a minor in Special Education

<u>INDICATE SEM/ OR TRANSFER*</u>	<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>SH</u>
BASIC EDUCATION CORE			
_____	Seminar in Writing & Rhetoric	CMP 120/BHP 100	3
_____	Seminar in Writing & Research	CMP 125/BHP 150	3
_____	Introduction to Psychology	PSY 100	3
_____	Science no lab Elective (bio/phy)	_____	3
_____	¹ Math for Ed Majors, I	MTH 150	3
_____	Speech Communication	COM 104	3
_____	<i>Social Science Elective</i>		
_____	<i>Technology Elective</i>		-
_____	History Elective	_____	3
	(recommended HIS 150 or HIS 151)		
_____	Fine Arts Elective	_____	3
	(Appreciation or Studio)		
_____	Literature Elective	_____	3
_____	*Contexts of Schooling	EDU 106	3
_____	*Developmental Ed. Psy.	EDU 206	3
	(*These classes must be taken concurrently)		
EXPANDED ELEMENTARY EDUCATION CORE			
_____	Science with Lab Elective (bio/phy)	_____	3
_____	Science Lab	_____	1
_____	Foreign Language Elective	_____	3
_____	Navigating Rider	NCT 012	-
¹ Or other approved math course.			
GENERAL STUDIES ELECTIVES			
_____	Elective (LAS or EDU)	_____	3
TOTAL CORE AND GENERAL STUDIES ELECTIVES CREDITS -----43			

PROFESSIONAL EDUCATION

	<i>Inclusive Prac. for Gen. Ed. Tchrs</i>	<i>SPE 300</i>	
_____	*Emergent Literacy P-3	ELD 307	3
_____	*Methods Teach Math in Elem.	ELD 375	3
	(*These classes must be taken concurrently)		
_____	*Fostering Lang. & Lit.	ELD 308	3
_____	*Teach Sci., SS, and the Arts	ELD 376	3
	(*These classes must be taken concurrently)		
_____	Early Adolescence	ELD 350	1
_____	Education Elective		3
_____	Student Teaching	EDU 465	12
Total Professional Education Credits-----			28

Multidisciplinary Concentration

_____	History Elective		3
	(recommended SST 300)		
_____	History Elective		3
	(recommended HIS 180 or HIS 181)		
_____	Science Elective w/ lab (bio/phy)		4
_____	Applied Grammar & Syntax	ENG 236 or ENG 336	3
_____	Literature Elective		3
	(recommended ENG 371 or ENG 372)		
_____	¹ Mth for Ed Majors, II	MTH 151	3
_____	¹ Mth for Ed Majors, III	MTH 152	3
_____	² LAS Elective		3
_____	² LAS Elective		3
_____	² LAS Elective		3
Total Multidisciplinary Credits-----			31

¹Or other approved math course²These LAS electives must be used to acquire a total of 15 credits in English, history, science, or mathematics. Upper level courses are highly recommended.**SPECIAL EDUCATION MINOR**

_____	Found. in Special Ed.& Inclus. Prac.	SPE 201	3
_____	Teach. Students w. Autism Spec.Dis. & Low Incidence Disabilities	SPE 202	3
_____	Assess. & Instr. Stud. W. Disab.	SPE 303	3

_____	Asses. & Instr. Inclusive Class.	SPE 304	3
_____	Cognitive Disabilities	PSY 237	3
_____	Assist. & Aug. Tech for	TEC 404	3
_____	Autism Spec. Disorder & Other Disab.		
_____	Intr. To App Beh Analysis	PSY 212	3

Total Special Education Minor Credits-----21

Total Professional Education Credits----- 28

Total Multidisciplinary Credits----- 31

TOTAL CORE AND GENERAL STUDIES ELECTIVES CREDITS ----- 43

**TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION-----123
CREDITS**

**Please indicate semester and year in which courses were taken. Or "T" for transfer of credits.*

2.75 cumulative grade point average is required for Junior status in good standing.

Courses in italics may be used to fulfill a requirement in more than one section of the checksheet.
Double counting a course does NOT imply double counting credits, since 123 credits are needed for graduation.

Criminal Background Check Field Site Requirement

Many field sites that Rider students work with at the sophomore, junior and senior level require all interns to have secured a criminal background check prior to beginning site visits. In order to ensure that you have full access to all field sites throughout your Rider experience and can successfully complete the NJDOE visitation, you **must** complete the Criminal Background Check prior to the start of your sophomore year. Transfer students must complete the Criminal Background Check when they enroll at Rider to ensure full access to field sites.

Instructions on completing the Criminal Background Check can be found here:

<https://www.rider.edu/academics/colleges-schools/college-education-human-services/resources/student-teaching/forms-publications>

ELMULTIDISC.

Rev. 06/21

RIDER UNIVERSITY

SECONDARY EDUCATION HISTORY SECOND MAJOR

INDICATE SEM. / <u>ORTRANSFER*</u>	<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>SH</u>
BASIC EDUCATION CORE			
_____	Seminar in Writing & Rhetoric	BHP 100P or CMP 120	3
_____	Seminar in Writing & Research	BHP 150P or CMP 125	3
_____	Introduction to Psychology	PSY 100	3
_____	Science non lab Elective	_____	3
_____	Math for Education Majors I	MTH 150	3
_____	Speech Communication	COM 104	3
	<i>History Elective</i>		-
	<i>Social Science Elective</i>		-
_____	Fine Arts Elective	_____	3
	(Appreciation or Studio)		
_____	Literature Elective	_____	3
_____	Technology Elective(s)	_____	3
_____	*Contexts of Schooling	EDU 106	3
_____	*Developmental Educ. Psychology	EDU 206	3
	*(These classes must be taken concurrently)		
¹Or other approved Math course			
EXPANDED HISTORY CORE			
_____	Anthropology Elective	SOC.110 or SOC. 311	3
_____	Philosophy Elective	_____	3
_____	World History to 1500	HIS 150	3
_____	World History Since 1500	HIS 151	3
_____	Sociological Imagination	SOC 101	3
_____	Principles of Macroeconomics	ECO 200	3
_____	Introduction to American Politics	POL 100	3
_____	Foreign Language Elective	_____	3
_____	Navigating Rider	NCT 012	-
GENERAL STUDIES ELECTIVES			
_____	General Studies Elective	_____	3
_____	General Studies Elective	_____	0-3
TOTAL CORE AND GENERAL STUDIES ELECTIVES -----			60-63

PROFESSIONAL EDUCATION***

<u>INDICATE SEM. / OR TRANSFER*</u>	<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>SH</u>
---	---------------------	--------------------------	-----------

Methods Courses (15 SH)

Fall Only:

_____	Teaching in the High School	SED 370 (Fall only)	3
	AND		
_____	Teach. Soc. Std. in Secondary Schools	SED 405 (Fall Only)	3

Spring Only:

_____	Teaching Soc. Std. in Middle School	ELD 390 (Spring only)	3
	AND		
_____	Content Area Reading & Writing	SED 431 (Spring only)	3
_____	Inclusive Prac. For Gen .Ed. Teachers	SPE 300**	3
	(*Special Education Minors, take an extra GSE instead of SPE 300**)		

****You must take your last set of paired methods courses (either SED 431/ELD 390) or (SED 370/SED405) the semester prior to student teaching.**

Capstone Experience (12 SH)

_____	Student Teaching & Seminar	EDU 465	12
TOTAL PROFESSIONAL EDUCATION CREDITS -----			27

HISTORY MAJOR REQUIREMENTS (36-39 SH)

Please refer to the attached departmental checksheet for second major requirements.

TOTAL SECOND MAJOR CREDITS ----- 36-39

TOTAL CORE AND GENERAL STUDIES ELECTIVES CREDITS ----- 60-63

TOTAL SEMESTER HOURS REQUIRED FOR GRADUATION ----- 126

**Please indicate semester and year in which courses were taken. Or "T" for transfer of credit.*

A 2.75 cumulative grade point average is required for Junior status in good standing.

Courses in italics may be used to fulfill a requirement in more than one section of the checksheet. Double counting a course does not imply double counting credits, since 126 credits are needed for graduation.

PLEASE CHECK WITH YOUR SECOND MAJOR ADVISOR TO GUARANTEE GRADUATION REQUIREMENTS.

Criminal Background Check Field Site Requirement

Many field sites that Rider students work with at the sophomore, junior and senior level require all interns to have secured a criminal background check prior to beginning site visits. In order to ensure that you have full access to all field sites throughout your Rider experience and can successfully complete the NJDOE visitation, you **must** complete the Criminal Background Check prior to the start of your sophomore year. Transfer students must complete the Criminal Background Check when they enroll at Rider to ensure full access to field sites.

Instructions on completing the Criminal Background Check can be found here:

<https://www.rider.edu/academics/colleges-schools/college-education-human-services/resources/student-teaching/forms-publications>

SE-HIST

APPENDIX B

NJDOE/Rider: The path towards certification

Details on each step along with the student handbook and links to multiple resources can be found on the Rider DOTE website

[Link here: for Rider DOTE undergraduate page](#)

Elementary Education

Welcome to Rider! What can I get started on now that I am here?

- ☐ Complete your criminal background check prior to registering for your sophomore year. Transfer students must complete this step immediately. This will ensure that you have full access to all field sites and related opportunities during your program of study
- ☐ Familiarize yourself with the core PRAXIS and the resources available to support
- ☐ Familiarize yourself with what's needed for *Engaged Learning*
- ☐ Schedule a testing date over winter break
- ☐ Develop your initial resume.

Beginning education coursework: What's next?

- ☐ Submit proof of completed CBC prior to beginning EDU 106/206
- ☐ Successfully pass CORE praxis prior to the conclusion of sophomore year (60 credits) Transfer students will have one semester to complete this step.
- ☐ Begin planning for successful completion of the multiple subjects praxis
- ☐ Schedule a testing date for the multiple subjects praxis exam at the conclusion of sophomore year
- ☐ Update your resume

Moving into methods experiences: What do I have to complete next?

- ☐ Successfully pass the multiple subjects text prior to registering for ELD 308/376
- ☐ Update your resume
- ☐ Apply for student teaching
- ☐ Confirm completion of *Engaged Learning* requirements

Capstone experience: looking forward to student teaching and your first teaching position

- ☐ Successfully pass EdTPA during your student teaching semester
- ☐ Update your resume
- ☐ Meet with career services
- ☐ During the final semester at Rider, meet with the certification office to file your application for your NJDOE certification.

*If you are pursuing additional endorsements (i.e. ESL/bilingual; Special Education; Middle School) you may have additional praxis and assessment requirements to complete. Consult the requirements of each additional endorsement for specific details.

NJDOE/Rider: The path towards certification

Details on each step along with the student handbook and links to multiple resources can be found on the Rider DOTE website

[Link here: for Rider DOTE undergraduate page](#)

Secondary Education

Welcome to Rider! What can I get started on now that I am here?

- Complete your criminal background check prior to registering for your sophomore year. Transfer students must complete this step immediately. This will ensure that you have full access to all field sites and related opportunities during your program of study.
- Familiarize yourself with the core PRAXIS and the resources available to support.
- Familiarize yourself with what's needed for *Engaged Learning*
- Schedule a core PRAXIS testing date over winter break.
- Develop your initial resume

Beginning education coursework: What's next?

- Submit proof of completed CBC prior to beginning EDU 106/206
- Successfully pass CORE praxis prior to the conclusion of sophomore year (60 credits) Transfer students will have one semester to complete this step.
- Begin planning for successful completion of content praxis
- Schedule a content PRAXIS testing date at the conclusion of sophomore year
- Continue to update your resume

Moving into methods experiences: What do I have to complete next?

- Successfully pass the content praxis 6 months prior to student teaching (March 1 for fall student teaching, July 1 for spring student teaching)
- Continue to update your resume
- Apply for student teaching
- Confirm completion of *Engaged Learning* requirements

Capstone experience: looking forward to student teaching and your first teaching position

- Successfully pass EdTPA during your student teaching semester
- Update your resume
- Meet with career services
- During the final semester at Rider, meet with the certification office to file your application for your NJDOE certification.

*If you are pursuing additional endorsements (i.e. ESL/bilingual; Special Education) you may have additional praxis and assessment requirements to complete. Consult the requirements of each endorsement for specific details.

APPENDIX C

DEPARTMENT OF TEACHER EDUCATION

Core Course Recommendations*

***NOTE: THE COURSES LISTED ARE ONLY RECOMMENDATIONS, PROVIDED THE PREREQUISITES HAVE BEEN MET, AND ARE NOT LIMITED TO THE COURSES LISTED WITHIN THE CATEGORY. SEE YOUR ADVISOR IF YOU HAVE QUESTIONS REGARDING OTHER POSSIBLE COURSES.**

<p>❑ SCIENCE NON-LAB COURSE ELECTIVES (3 Credits):</p> <p>BIO 100- Life Science BNS 107- Life Science: Behavioral Neuroscience Emphasis CHE 100- Introduction to College Chemistry 115- Chemistry and Contemporary Society ENV 110 Future of Natural Resources GEO 100- Earth Systems Science 110 Geology of Nat'l Parks 113- Environmental Geology 168 Mesozoic Ruling Reptiles MAR 120- Oceanography [can be used as either a biological or physical science] PHY 103- Science of Light and Color 104- Energy, the Environment, & Man 180- Astronomy</p>	<p>❑ SCIENCE COURSES WITH A LAB ELECTIVES (4 Credits):</p> <p>BIO 110/110L Life Science: Inquiry Approach CHE 118/118L Exploration Chemical Principles ENV 100/100L- Introduction to Environmental Science with Lab GEO 100- Earth Systems Science or GEO 113 Environment Geology with GEO 102- Earth Materials and Processes Laboratory ISM 100- Intro to Integrated Science & Math MAR 120/121- Oceanography/with Lab MAR 380- The Learning & Teaching of Marine Science [Summer Only] PHY 100/100L- Principles of Physics I/ with Lab PHY 105/105L Matter, Forces & Energy</p>
<p><i>Elementary Education majors are required 7 credits of a science except MDS majors who are required 11 credits. One course is to be with a lab & one a non-lab science course. MDS requires an additional lab science. One course must be in the physical sciences and one must be in the biological sciences. Secondary Education majors non [STEM] are required to take any 3-credit science course as their science elective.</i></p>	

❑ HISTORY ELECTIVES: [For Non-History second majors]

All 100 & 200 level History [HIS] courses

❑ LITERATURE ELECTIVES: [For Non-English second majors]

1. All 200 level English [ENG] courses *EXCLUDING ALL COURSES IN CREATIVE WRITING & FILM [i.e. ENG 226, ENG 284].*
2. Any American Studies [AMS] courses related to Literature
3. LIT 250- Masterworks of World Literature I or LIT251- Masterworks of World Literature II

❑ GENERAL STUDIES ELECTIVES (GSE)

Any Liberal Arts [LAS] course may be used as a general elective [GSE] provided the prerequisites have been met. **NOTE: COURSES IN CBA CANNOT BE USED AS GENERAL ELECTIVES**

❑ SOCIAL SCIENCE ELECTIVES

AMS 200 Introduction to American Studies (or any other 200 level except AMS 214)
ECO 200 Principles of Macroeconomics
201 Principles of Microeconomics
GLS 180 Understanding Global Relations
200 Social Construction of Global Society
201 Politics of the Global Economy
GND any 200 level
HIS Any 100 or 200 Course

HLS Any 200 Course
 HTH 205 Introduction to the Health Care Sector
 315 Health Care Law, Ethics & Policy
 LAW 140 Intro Seminar in Law & Justice
 LDP 200 Foundations of Leadership
 MCS 110 Race, Class, and Gender in America
 POL 100 Introduction to American Politics
 102 Understanding Politics
 PHL 100 Plato and Aristotle
 101 Logic and Language
 115 Ethics
 120 American Philosophy
 245 Philosophies of Education
 SOC 101 Sociological Imagination (Prerequisite for all other Sociology courses)

☐ FINE ARTS ELECTIVE—Students can choose either a FA appreciation or a FA Studio course as their FA Elective.

<u>Fine Arts Appreciation Courses:</u>	<u>Fine Arts Studio Courses:</u>
ART 104- Survey Art History I 120- Art and Society 199- The Arts in Contemporary Civilization 201 Art of the Ancient World 207 Medieval & Renaissance Art 214 American Art MUS 105- Survey Music History I 106- Survey Music History II 120- Music and Society 130- Music in Children's Lives 205 History of Pop & Rock 208-Music of the Theatre 209-Great Composers 217 Black Music in America 300-Beethoven & the Romantic Age 304 Music of the Beatles 307 Music of Radio Head THE 105- Theatre History to 1700 106- Theatre History Since 1700 120- Theatre Appreciation 306-American Theatre History 307-Contemporary American Theatre	ART 103- Fundamentals of Drawing 105- Design 204- Fundamentals of Painting 230- Three-Dimensional Design MUS 109S-Basic Music Theory 127- Instrument Ensemble- Band [1 Cr.] 128- Choir [1 Cr.] 130- Music in Children's Lives 131- Beginning Piano I THE 107- Acting I

☐ TECHNOLOGY ELECTIVES:

ONLY the educational technology [TEC] courses in the Dept of Teacher Ed may be used as technology electives (CIS185 in CBA cannot be used unless transferred in.)

SPECIAL EDUCATION MINORS: TEC 404 Assistive/Augmentative Technology may be used as your technology elective.

☐ WORLD LANGUAGE REQUIREMENT:

ALL STUDENTS ARE REQUIRED TO TAKE ONE 3 CREDIT FOREIGN LANGUAGE COURSE

APPENDIX D

DEPARTMENT OF TEACHER EDUCATION Technology Courses and Certification

Technology Courses/Certification

The Department of Teacher Education will certify that you have demonstrated your ability to integrate technology into the classroom by successfully completing nine (9) credits in the department's TEC courses.

Eligible courses include:

- TEC 404 – Assisted and Augmentative Technology (3 credits)
- TEC 307 – Concepts of Instructional Media and Technology (3 credits)
- TEC 308 – Directed Study of Instructional Media and Technology (3 credits)
- TEC 309 – Supervision of Instructional Media and Technology (3 credits)

In order to process the letter of certification under my signature please send an email to the chair of the department identifying the courses you have taken by number and name. Once the chair receives the email, she will process the letter.

APPENDIX E

FALL 2022 PRAXIS TEST CODES, QUALIFYING SCORES & FEES WITH PRAXIS RESOURCES

Educator Preparation Entry Assessment

To Be Certified In	You Need To Take	Test Code	Qualifying Score	Test Time	Fees
Admission to an educator preparation program	Core Academic Skills for Educators: Combined Test	5752	*See Below	4.5 hours	\$150
	<u>Core Academic Skills for Educators: Reading</u>	5713	156	1 hour 25 mins	\$90
	<i>and</i>				
	<u>Core Academic Skills for Educators: Writing</u>	5723	162	1 hour 40 mins	\$90
	<i>and</i>				
	<u>Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)</u>	5733	150	1.5 hours	\$90
*To pass the Core Academic Skills for Educators test you must receive a passing score on each subtest. If you wish to take all three computer-delivered Core Academic Skills for Educators exams (5713, 5723, 5733) at the same time, select Core Academic Skills for Educators Combined Test (5752) when registering. Scores will be reported by individual test (5713, 5723, 5733). If you wish to take or retake an individual subtest, you may register to take just that subtest.					

Tests Required for Specific Licensure Areas

Early Childhood Education

To Be Certified In	You Need To Take	Test Code	Qualifying Score	Test Time	Fees
PreK–Grade 3	<u>Early Childhood Education</u>	5025	156	2 hours	\$130

Elementary Education

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Elementary K-6	<u>Elementary Education: Multiple Subjects</u>	5001	*See Below	4 hours 15 mins	\$180

Elementary K-6 (cont.)	Reading and Language Arts Subtest	5002	157	1.5 hours	\$64
	Mathematics Subtest (<u>On-screen scientific calculator provided.</u>)	5003	157	1 hour 5 mins	\$64
	Social Studies Subtest	5004	155	1 hour	\$64
	Science Subtest (<u>On-screen scientific calculator provided.</u>)	5005	159	1 hour	\$64
	*To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.				

Middle School Education

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Elementary School with Subject Matter Preparation: Language Arts Literacy (5–8)	<u>Middle School English Language Arts</u>	5047	164	2 hours 40 mins	\$156
Elementary School with Subject Matter Preparation: Mathematics (5–8)	<u>Middle School Mathematics (On-screen graphing calculator provided)</u>	5164	157	3 hours	\$130
Elementary School with Subject Matter Preparation: Science (5–8)	<u>Middle School Science</u>	5442	152	2.5 hours	\$130
Elementary School with Subject Matter Preparation: Social Studies (5–8)	<u>Middle School Social Studies</u>	5089	158	2 hours	\$156

Secondary Education

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Science, Biology	<u>Biology: Content Knowledge</u>	5235	152	2.5 hours	\$130
	<i>And</i>				
	<u>General Science: Content Knowledge</u>	5435	152	2.5 hours	\$130
Science, Chemistry	<u>Chemistry: Content Knowledge</u>	5245	152	2.5 hours	\$130

	<i>And</i>				
	<u>General Science: Content Knowledge</u>	5435	152	2.5 hours	\$130
Science, Earth Science	<u>Earth and Space Sciences: Content Knowledge</u>	5571	153	2.5 hours	\$130
	<i>and</i>				
	<u>General Science: Content Knowledge</u>	5435	152	2.5 hours	\$130
Science, Physical Science	<u>Chemistry: Content Knowledge</u>	5245	152	2.5 hours	\$130
	<i>and</i>				
	<u>Physics: Content Knowledge</u>	5265	141	2.5 hours	\$130
	<i>and</i>				
	<u>General Science: Content Knowledge</u>	5435	152	2.5 hours	\$130
Social Studies	<u>Social Studies: Content Knowledge</u>	5081	157	2 hours	\$130
Theatre	<u>Theatre</u>	5641	153	2 hours	\$130

All Grades

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
English	<u>English Language Arts: Content Knowledge</u>	5038	167	2.5 hours	\$130
Mathematics	<u>Mathematics (On-screen graphing calculator provided)</u>	5165	159	3 hours	\$130
Music	<u>Music: Content Knowledge</u>	5113	153	2 hours	\$130

World Languages

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
French; Elementary School with Subject Matter Specialization: World Languages/ French (5–8)	<u>French: World Language</u>	5174	162	3 hours	\$170
Spanish; Elementary School with Subject Matter Specialization: World Languages/ Spanish (5–8)	<u>Spanish: World Language</u>	5195	168	3 hours	\$170

Administrator/School Leader

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Principal	<u>School Leaders Licensure Assessment</u> (Must use <u>SLS website</u> to register.)	6990	151	4 hours	\$425
School Administrator	<u>School Superintendent Assessment</u> (Must use <u>SLS website</u> to register.)	6991	162	3 hours	\$350

Career and Technical Education

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Business Education (All Endorsements)	<u>Business Education: Content Knowledge</u> (Calculator allowed.)	5101	154	2 hours	\$130
Marketing Education	<u>Marketing Education</u>	5561	158	2 hours	\$130

PRAXIS RESOURCES

- **ETS Test Preparation Materials** (<https://www.ets.org/praxis/prepare/materials/>)
 - **Study Companions**
 - Contains practical information including what to study, study plan template, practice questions and explanations of answers, test taking tips and strategies and frequently asked questions.
 - **Study Plans**
 - A roadmap to prepare for the Praxis tests. It can help you to understand what skills and knowledge are covered on the test and where to focus your attention.
 - Develop your own study plan (<https://www.ets.org/praxis/prepare/study/>)
 - **Interactive Practice Tests (IPT)** (<https://www.ets.org/praxis/prepare/ipt/>)
 - Full-length practice tests that allow you to answer one set of test questions to simulate what you will experience on the actual day of the test.
 - **Rider provides IPTs to current students at no charge.** Please note you will receive one free IPT with any Praxis registration. *No IPTs for Praxis Core Academic Skills for Educators (they are available in the Khan Academy Prep)*
 - Interested in an IPT? Email Nikki Caplinger (caplinger@rider.edu) and ask for an IPT for the test you need. Include 4-digit number.
 - Information Bulletin: (https://www.ets.org/s/praxis/pdf/praxis_information_bulletin.pdf)
 - Getting Started: (https://www.ets.org/s/praxis/pdf/praxis_test_prep_flyer.pdf)
 - Prepare strategies & tips: (<https://www.ets.org/praxis/prepare/tips>)
- **Khan Academy Official Praxis Core Prep** (<https://www.ets.org/praxis/prepare/khan/>)
 - This free, online test prep resource will help you build the reading, writing and mathematics skills needed to succeed on the Praxis Core test. Includes diagnostic tests, personalized study plans, instructional videos, interactive sample questions with immediate feedback and full-length practice tests with authentic scoring.
- **Test Preparation Webinars** (<https://www.ets.org/praxis/prepare/webinars>)
 - ETS will release webinars soon for Praxis test preparation and for the Core Academic Skills for Educators. Check the website frequently for updates.
- **Tutoring at the Academic Success Center**
 - Students can schedule individual or small group tutoring appointments for all Praxis® exams. Appointments can be scheduled through [TutorTrac](#), by calling the Academic Success Center at 609-896-5008, or by stopping by the office in Bart Luedeke Center (BLC) 237.
- **240 Tutoring** (<https://study.240tutoring.com/subscribe/Rider>)
 - 240 Tutoring offers comprehensive digital study guides to prepare educators to pass their certification exams. Rider University students get 50% off of all PRAXIS digital study guides with 240 Tutoring. 240 Tutoring guarantees you will pass your PRAXIS exams or your money back.
 - **50% Off Discount:** (<https://study.240tutoring.com/subscribe/Rider>) *Must use Rider email address
- **Praxis Learning Paths Program** (https://www.ets.org/praxis/prepare/learning_paths)
 - Asynchronous learning to prepare for Elementary Education: Multiple Subjects Mathematics (5003)
 - A fee is associated with this program.



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