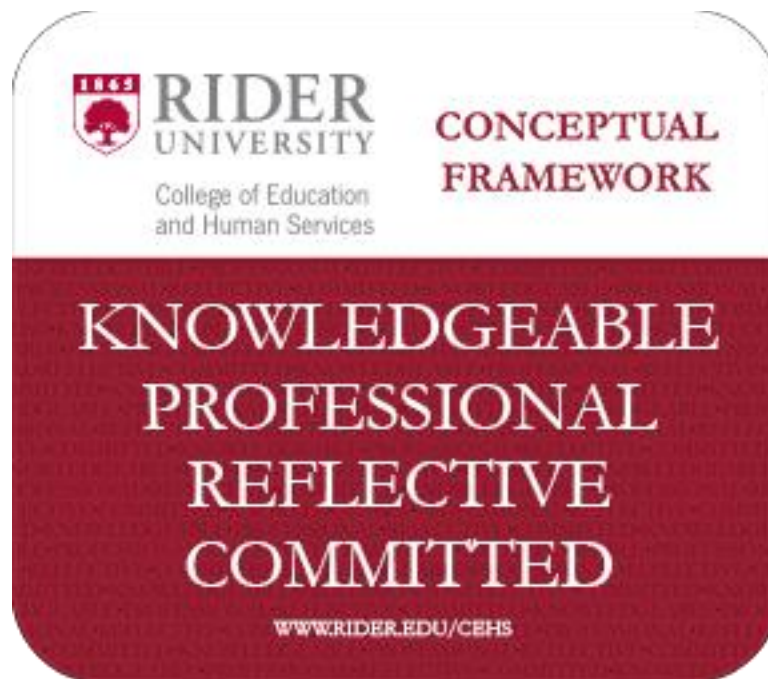


COLLEGE OF EDUCATION AND HUMAN SERVICES

Department of Graduate Education, Leadership, and Counseling



Master of Arts in Teaching (MAT)/ Post-Baccalaureate Teacher Certification Programs

HANDBOOK

All information in this Handbook is subject to change according to any revisions required by Rider University, accreditation bodies, and/or NJ Department of Education. April 2023

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MAT/Post-Baccalaureate Teacher Certification Programs

Welcome to Rider's Master of Arts in Teaching (MAT)/Post-Baccalaureate Teacher Certification Programs. The program exists in part-time evening and full-time accelerated versions. In both versions, the MAT/Post-Bac program is an educator preparation program designed for professional and idealistic adults. Successful completion of the program leads to an initial teacher certificate, the NJ Certificate of Eligibility with Advanced Standing (CEAS) in the intended area of study. Taking additional courses through the Department of Graduate Education, Leadership, and Counseling can lead to the 30-credit Master of Arts in Teaching degree.

Once accepted through Rider University's Graduate Admissions, candidates work with program faculty advisors for course work, field work, and course registration for Fall and Spring semesters when required courses run. There are two summer sessions for additional and MAT courses as well.

The MAT/Post-Baccalaureate Teacher Certification Program is part of the Department of Graduate Education, Leadership, and Counseling within the College of Education and Human Services (CEHS). The Post-Baccalaureate Teacher Certification Program is designed for college graduates seeking initial [NJ teacher certification](#). This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. The Post-Baccalaureate Teacher Certification Program is a 21 or 24 (depending on certification area) graduate credit program. Coordinated with the CEHS Office of Field Placement, the clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester and successful completion of the NJ-required Teacher Performance Assessment (TPA).

PROGRAM FACULTY & COLLEGE ADMINISTRATION

MAT/Post-Baccalaureate Teacher Certification Programs Faculty, Director and Advisor

Dr. Kathleen Pierce (kpierce@rider.edu)

MAT/Post-Baccalaureate Teacher Certification Programs Faculty

Dr. Andrea Drewes Larson (adrewes@rider.edu)

MAT/Post-Baccalaureate Teacher Certification Programs Faculty, ESL/Bilingual, TESOL

Coordinator: Dr. Maria Villalobos-Buehner (mvillalobos@rider.edu)

Department of Graduate Education, Leadership, & Counseling (GELC)

GELC Department Administrative Specialist

Ms. Anne Rees (arees@rider.edu)

Dean of the College of Education and Human Services (CEHS)

Dr. Jason Barr (jbarr@rider.edu)

CEHS Assistant Dean

Ms. Barbara Fruscione (bfruscione@rider.edu)

CEHS Assistant Dean of Partnerships and Field Placements (Student Teaching)

Ms. Erica Spence-Umstead (espenceumste@rider.edu)

CEHS Director of Clinical Internships

Mr. Adam Lucas (lucasa@rider.edu)

CEHS Certification Coordinator

Ms. Jeanette Friscia (jfriscia@rider.edu)

Rider University Senior Assistant Director of Graduate Admissions

Ms. Kelley Rojas (krojas@rider.edu)

ADVISING AND COURSE REGISTRATION

Schedule appointments for advising, course registration, and graduation with MAT/PBTC Director (kpierce@rider.edu). Enrollment periods typically start in mid-October and mid-March.

ACADEMIC AND PROFESSIONAL REQUIREMENTS

Candidates should demonstrate commitment to the program and teaching profession by attending all classes, punctually completing assignments, writing in clear English prose, reflecting critically and constructively on educational experiences, and demonstrating professional interpersonal skills and dispositions like diplomacy and diligence throughout the program and in field settings.

In addition, all candidates must maintain a grade point average of 3.0 throughout enrollment in the program and before enrolling in the culminating Clinical Experience and Seminar in accordance with GELC Department Policy. One of the marks of a true professional is the ability of the practitioner to make decisions that are based on sound theory, research findings, and promising practices. Good intentions and academic background are essential to becoming a teacher, but they are not sufficient. Professional educators possess knowledge and skills in the areas of learning theory, human development, instructional methods, curriculum planning, and classroom management. Satisfaction and success in the profession depend largely on your ability to actively learn, apply, and reflect on these ideas and skills.

THE PROCESS: GRADUATE ADMISSIONS, TEACHER CERTIFICATION, MAT DEGREE

- Apply to the MAT/PBTC program through Graduate Admissions.
- Meet NJ testing, GPA, and subject matter requirements for teacher certification.
- Accept admission through Graduate Admissions.
- Contact MAT/PBTC Program Director/Advisor Dr. Pierce to register for classes. Decide when/how to take MAT classes. MAT classes are drawn from various programs in the Department of Graduate Education, Leadership, and Counseling. Candidates in the MAT/PBTC design their own purposes and trajectories through the program.
- Take and enjoy classes. Maintain GPA. Visit classrooms, talk to teachers and colleagues about students, schools, and trends in the field. Reflect upon and develop your own philosophy of teaching.
- Accept/open *LiveText* account when CEHS sends email invitation to our web-based assessment and e-portfolio management system.
- Visit Career Services and revise resume to reflect program and certification area.
- Apply for clinical student teaching with the College of Education and Human Services' (CEHS) Office of Field Placement and Certification. For your full-time student teaching semester:
 - The Office will place you in your student teaching assignment and assign you a Rider Field Supervisor to visit with you six times during student teaching.
 - You will plan, record, analyze instruction and student learning in writing, and submit your Teacher Performance Assessment (TPA)—required performance assessment for NJ certification.
 - The CEHS Office of Field Placement and Certification Coordinator will verify your teacher certification eligibility among the Post-Baccalaureate faculty and the Rider Registrar, then nominate you to NJ Department of Education for certification.
- If/when you earn your 30-credit MAT degree, you will graduate from the Department of Graduate Education, Leadership, and Counseling in Rider's College of Education and Human Services.

FIELD PLACEMENT AND STUDENT TEACHING

The CEHS Office of Field Placement will arrange your field placement, student teaching supervision, and TPA. Teacher certification in New Jersey is granted by the New Jersey State Department of Education (NJ DOE) and by similar state agencies in other states. Upon the successful completion of your certificate program, the College of Education and Human Services through the [Office of Field Placement and State Certification](#) will notify the NJ DOE that you have successfully completed an approved teacher education program and nominate you for certification. The NJ DOE will then issue you a Certificate of Eligibility with Advanced Standing (CEAS) <https://nj.gov/education/license/>.

OUT-OF-STATE TEACHER CERTIFICATION

Because Rider's Post-Baccalaureate Teacher Certification (PBTC) program is nationally-accredited, you should have no trouble seeking reciprocity for your teacher certification in another state if necessary. Of course, you will need to contact the state, apply for teacher certification, and comply with the state's specific requirements for certification.

WHAT IF I AM ALREADY TEACHING FULL-TIME? The Supervised Clinical Experience in Teaching (CURR 771) is available only to candidates seeking initial teacher certification and who currently work full-time teaching. On-campus or site-based seminar accompany the clinical experience and emphasize the reflective development toward professionalism through sharing and analyses of supporting the learning needs of diverse students and connecting clinical experiences with content knowledge and pedagogical knowledge from prior course work. Candidates must apply to the Program Director (kpierce@rider.edu) for Supervised Clinical Experience in Teaching (CURR 771) by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once the supervised clinical semester is approved by the MAT/Post-Baccalaureate program director for the upcoming semester, candidates may continue teaching within the appropriate certification area, complete the required TPA, and work with a Rider field supervisor for a semester. [CURR 771 Application](#)

NJ Alternate Route/PTP candidates enroll in CURR 772 Seminar.

NJ SUBSTITUTE TEACHING CREDENTIAL AND CRIMINAL BACKGROUND CHECK (CBC)

We recommend that you apply directly to the NJ Department of Education for your substitute teaching credential. It would be beneficial to have a school district "sponsor" through the application process with NJ, so check with a local district. The Criminal Background Check (CBC) is included as part of the application process for the substitute credential. Many schools require the CBC for field visits and observations, and all require clearance for the clinical experience in student teaching.

GRADUATION

Your post-baccalaureate program completes with earning your initial NJ teacher certification. Should you go on or return for the 30-credit Master of Arts in Teaching (MAT) degree, the program culminates in graduation and awarding of the degree. The MAT program director advises and clears the way to graduation and confirms that requirements are satisfied to the University Registrar. Please review the links below regarding Graduation information. If you have any other questions, such as, when to apply for graduation, please contact the [Registrar's Office](#).

- **Degree Clearance and Application:** [Rider's Graduate Online Application](#)
- **Application to Commencement/Graduation Ceremony:** [Commencement Candidates](#)

PROCEDURES AND POLICIES

OFFICIAL COMMUNICATION

Your Rider email address is the official method of communication within and across the university. To get started with your Rider Key and myRider accounts, start with information for [new students](#). Any communication between students or the professor should be within Canvas (Rider's learning management system) or *your Rider Email address only*. Rider allows you to keep your email address.

TECHNOLOGY

You will need a reliable computer laptop throughout the program. Many students use Google documents and share features for collaboration. If you need support with technology, please contact OIT. Visit the [Help Desk Portal](#) or send e-mail to helpdesk@rider.edu to submit a ticket for support.

LIVED NAME POLICY: Rider University recognizes that members of the University community may not necessarily be referred to their legal name they were assigned at birth, as it does not reflect their identity. The University seeks to promote the comfort and safety of students, staff, and faculty who wish to be identified by a name other than their legal name by displaying a preferred first name in documents and in University systems where the legal name is not required by law. To set a lived name or other personal data changes, please visit: [Rider Registrar: Personal Data Change](#).

ACADEMIC POLICIES

In addition to program-specific guidelines in this Master of Arts in Teaching (MAT)/ Post-Baccalaureate Teacher Certification Programs Handbook, our graduate programs are guided by the Department of Graduate Education, Leadership, and Counseling [Academic Policy Handbook](#) as well as Rider University Academic Policy and other [policies and handbooks](#).

ACADEMIC INTEGRITY

Academic dishonesty includes any unauthorized collaboration, misrepresentation, or fabrication in the submission of academic work. The [Code of Academic Integrity](#) applies to all graduate and undergraduate students at Rider University.

UNIVERSITY RESOURCES

BRONC PHOTO ID AND PARKING

When you accepted admission to our program, you were issued a so-called Bronc ID. (The Bronc is Rider's mascot.) Photo IDs are issued in the [Public Safety](#) office Monday - Thursday 8:30 AM - 4:30 PM and Friday 8:30 AM - 12:00 PM. The Photo ID office may be reached at (609)896-5234. There is no fee for the Photo ID.

All vehicles are required to be registered with the Department of Public Safety. Vehicle registration is offered during fall opening activities in the student center. Vehicles may also be registered throughout the year by visiting the Department of Public Safety. Public Safety is in West House at the south entrance of the Lawrenceville campus. Public Safety is open 24 hours a day, seven days a week, and can be reached at (609) 896-5029. Parking decals are issued upon registration with the Department of Public Safety. All vehicles are required to be registered. Decals must be displayed on the back of the rearview mirror and the lower left portion of the driver's side passenger window. Commuting students can register up to 2 vehicles. There is no fee for a parking permit for commuters. Please download a [vehicle registration form](#) on the Public Safety website. Bring your completed form, Rider ID, driver's license, and current auto insurance and registration cards to pick up your decal.

UNIVERSITY SUPPORT AND ACCOMMODATIONS

Rider University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, which stipulate that no student shall be denied the benefits of an education solely by reason of a handicap or disability. Disabilities covered by law include, but are not limited to: learning disabilities, psychological disabilities, health impairments, hearing, and sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the office of [Student Accessibility and Support Services](#), by email at accessibility@rider.edu, or in-person at the Bart Luedeke Student Center, Top Floor Suite.

UNIVERSITY ACADEMIC SUCCESS CENTER (TUTORING)

The Academic Success Center (ASC) provides a comprehensive array of academic support. The ASC offers live, online tutoring via Zoom or another platform. Tutoring can be scheduled after normal business hours and on weekends by contacting academicsuccesscenter@rider.edu or using [TutorTrac](#).

CENTER FOR DIVERSITY & INCLUSION

[Resources from Rider's Center for Diversity & Inclusion](#)

CAREER DEVELOPMENT AND SUCCESS

As career changers, MAT/Post-Baccalaureate Teacher Certification candidates especially benefit from the various resources available through the Career Office throughout their time at Rider, through the job search, and after certification as alumni. Revise your resume to reflect your career interest and transition into Professional Education with a career counselor through the Career Development and Success link: [Handshake](#).

UNIVERSITY LIBRARIES <https://guides.rider.edu/home>

RIDER UNIVERSITY BOOKSTORE: <https://www.rider.edu/about/offices-services/bookstore>

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAMS

This Post-Baccalaureate Teacher Certification Program in English (K-12) is designed for college graduates seeking initial teacher certification in the subject area of English. The streamlined, rigorous, and sequential program of professional teacher preparation studies combines theory, research, field experience, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester. The course work in this program may be applied toward completion of the 30-credit [Master of Arts in Teaching \(MAT\)](#).

ELEMENTARY CERTIFICATE (K-6) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Development for Diverse Learners	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

EARLY CHILDHOOD CERTIFICATE (P-3) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
ECED 532	Families, Community, and Diversity in Early Childhood Education	3
CURR 702	Early Literacy Development for Diverse Learners	3
ECED 550	Development Methods and Assessment in Early Childhood Education	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching or Supervised Clinical Experience in Teaching	9
Total Credits		24

SUBJECT AREA CERTIFICATE (K-12) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 708 , CURR 711 , CURR 704 , CURR 707 , CURR 712 , CURR 706 , CURR 705 , EDUC 521	Inclusive Methods for Teaching Business, Dance, English and Theater, Math, Music, Science, Social Studies, World Languages	3
CURR 720	Inclusive Curriculum Design & Instruction	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching or Supervised Clinical Experience in Teaching	9
Total Credits		21

ENGLISH AS A SECOND LANGUAGE/ESL CERTIFICATE (K-12) REQUIREMENTS

Code	Title	Credits
EDUC 560	Educating and Evaluating the Bilingual Child	3

Code	Title	Credits
<u>CURR 700</u>	Educational Foundations for Inclusive Practices	3
<u>CURR 770</u> or <u>CURR 771</u>	Clinical Experience and Seminar in Teaching or Supervised Clinical Experience in Teaching	9
<u>EDUC 520</u>	Introduction to Linguistics and Psycholinguistics	3
<u>EDUC 521</u>	Teaching a Second Language	3
<u>LITR 508</u>	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

BILINGUAL ENDORSEMENT REQUIREMENTS

The Bilingual Endorsement program is for those educators already certified in another specialization.

Code	Title	Credits
<u>CURR 548</u>	Curriculum and Instruction for Diverse Learners	3
<u>EDUC 520</u>	Introduction to Linguistics and Psycholinguistics	3
<u>EDUC 521</u>	Teaching a Second Language	3
<u>LITR 508</u>	Literacy and the Bilingual/Bicultural Child	3
<u>EDUC 560</u>	Educating and Evaluating the Bilingual Child	3
Total Credits		15

NJ ALTERNATE ROUTE TEACHER CERTIFICATION PROGRAMS

The NJ Alternate Route Teaching Certificate Program (also known as Provisional Teacher Process or PTP) provides rigorous teacher preparation and individualized guidance to help candidates develop knowledge, skills, and confidence as a teacher while teaching with a Certificate of Eligibility (CE) under provisional agreement with a school district. This 2-year program comprises 27 graduate-level credit hours to meet certification requirements. With the addition of just one 3-credit graduate course, candidates in the program can earn their 30-credit Master of Arts in Teaching (MAT) degree.

NJ ALTERNATE ROUTE TEACHING CERTIFICATE (K-6)

Code	Title	Credits
Required Courses		
Complete all the following courses:		
<u>CURR 510</u>	Reflection and Mentoring in Professional Teaching Practice	3
<u>CURR 541</u>	Assessment and Student Learning	3
<u>CURR 548</u>	Curriculum and Instruction for Diverse Learners	3
<u>CURR 652</u>	Differentiating Instruction for the Gifted and Talented	3
<u>CURR 700</u>	Educational Foundations for Inclusive Practices	3
<u>CURR 702</u>	Early Literacy Development for Diverse Learners	3
<u>CURR 710</u>	Math Methods for the Inclusive Elementary Classroom	3
<u>CURR 715</u>	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
<u>CURR 772</u>	Clinical Experience in Teaching Seminar	3
Total Credits		27

NJ ALTERNATE ROUTE TEACHING CERTIFICATE (P-3)

Code	Title	Credits
Required Courses		
Complete all the following courses:		
<u>CURR 510</u>	Reflection and Mentoring in Professional Teaching Practice	3
<u>CURR 541</u>	Assessment and Student Learning	3
<u>CURR 548</u>	Curriculum and Instruction for Diverse Learners	3
<u>CURR 700</u>	Educational Foundations for Inclusive Practices	3
<u>CURR 702</u>	Early Literacy Development for Diverse Learners	3
<u>CURR 710</u>	Math Methods for the Inclusive Elementary Classroom	3
<u>CURR 772</u>	Clinical Experience in Teaching Seminar	3
<u>ECED 532</u>	Families, Community, and Diversity in Early Childhood Education	3
<u>ECED 550</u>	Development Methods and Assessment in Early Childhood Education	3
Total Credits		27

NJ ALTERNATE ROUTE TEACHING CERTIFICATE (SUBJECT AREAS)

Code	Title	Credits
Required Courses:		
<u>CURR 510</u>	Reflection and Mentoring in Professional Teaching Practice	3
<u>CURR 541</u>	Assessment and Student Learning	3
<u>CURR 548</u>	Curriculum and Instruction for Diverse Learners	3
<u>CURR 652</u>	Differentiating Instruction for the Gifted and Talented	3
<u>CURR 700</u>	Educational Foundations for Inclusive Practices	3
<u>CURR 703</u>	Inclusive Literacy Practices Across Content Areas	3
<u>CURR 720</u>	Inclusive Curriculum Design & Instruction	3
<u>CURR 772</u>	Clinical Experience in Teaching Seminar	3
Subject Area Methods Courses:		
Select one of the following:		3
<u>CURR 708</u>	Inclusive Methods for Teaching Business	
<u>CURR 704</u>	Inclusive Methods for Teaching English Language and Theater Arts	
<u>CURR 705</u>	Inclusive Methods for Teaching Social Studies	
<u>CURR 706</u>	Inclusive Methods for Teaching Science	
<u>CURR 707</u>	Inclusive Methods for Teaching Mathematics	
<u>CURR 711</u>	Pedagogy and Methodology in Dance	
<u>CURR 712</u>	Inclusive Methods for Teaching Music	
<u>CURR 713</u>	Inclusive Methods for Teaching Art	
<u>CURR 714</u>	Inclusive Methods for Teaching Health and Physical Education	
<u>EDUC 521</u>	Teaching a Second Language	
Total Credits		27

Code	Title	Credits
Required Courses		
Complete all the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 772	Clinical Experience in Teaching Seminar	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		27

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM

At the graduate level, the Teaching English to Speakers of Other Languages (TESOL) Program is offered to post-baccalaureate students looking to teach English to adult learners. The TESOL program consists of 9 credits that include courses in culture, linguistics, and teaching methods with 20 hours of field experience. Certificate: Teaching English to Speakers of Other Languages (TESOL) Certificate

Code	Title	Credits
Complete the following courses:		
One linguistics course:		
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
One methods course:		
EDUC 521	Teaching a Second Language	3
One culture course from the following:		
LITR 508	Literacy and the Bilingual/Bicultural Child	3
CURR 548	Curriculum and Instruction for Diverse Learners	
EDUC 560	Educating and Evaluating the Bilingual Child	
Total Credits		9

MASTER OF ARTS IN TEACHING (MAT) DEGREE

The Master of Arts in Teaching (MAT) is a 30-credit degree program that incorporates work completed during the initial teacher preparation phase of candidates' development while adding broad professional knowledge about innovative curriculum design, inclusive practices, and data-based decision making in teaching and learning. The program is open to candidates from Rider's Post-Baccalaureate Teacher Certification Program. In addition to earning the MAT degree, candidates may apply coursework and credits to other master programs, endorsements, and/or professional development certificates offered through the Department of Graduate Education, Leadership, and Counseling.

COURSE OPTIONS

You have individual options with the MAT, and there are interesting possibilities depending on your personal and professional goals. Most courses are offered online. The so-called Master of Teaching (MAT) degree may be connected ONLY to an initial teaching certificate like your Post-Baccalaureate Teacher Certification. For 9 additional graduate credits or 3 courses, you could earn your 30-credit MAT degree. Go to the Registrar's drop-down menu from Rider's website to see what's offered next semester. Our graduate education courses typically use the following prefixes: CURR, EDAD, EDUC, LITR, SPED. The charts below show how you may step-stone your way through the MAT toward an additional certification or just cherry-pick courses from among the offerings that enhance your professional knowledge and skills. You may take classes concurrently with your certification courses, or you may return to us any time. Please discuss options during program advising with Program Director and Advisor (kpierce@rider.edu). Review charts that follow for various options.

Some Suggested MAT Course Options

Any three of these courses is **suggested but not required** options to complete the 30-credit MAT. Candidates are encouraged to pursue individual academic and professional interests.

CURR 541	Assessment and Student Learning	(Summer I OLH)	3
CURR 548	Curriculum & Instruction for Diverse Learners	(Summer II online)	3
CURR 650	Understanding Gifted Learners		3
CURR 652	Differentiating Instruction for the Gifted and Talented		3
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	(Summer I, Fall, Spring)	3
LITR 508	Literacy and the Bilingual/Bicultural Child	(Spring online; Summer II online)	3

ENGLISH as a SECOND LANGUAGE (ESL) certification eligibility

The MAT degree completes at 30 credits—3 courses over Post-Bac Teacher Cert.
You may pursue the NJ English as a Second Language (ESL) Endorsement to initial certification.
Program Coordinator: Dr. Villalobos-Buehner

CURR 548	Curriculum & Instruction for Diverse Learners	(Spring online; Summer II online)	3
LITR 508	Literacy and the Bilingual/Bicultural Child	(Spring online; Summer II online)	3
EDUC 560	Educating and Evaluating the Bilingual Child	(Summer I online)	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	(Spring)	3
EDUC 521	Teaching a Second Language (Capstone course, cannot be taken as part of MAT credits)	(Fall)	3

Course Options leading to GIFTED Education Specialization		
CURR 650	Understanding Gifted Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 654	Innovative Instructional Strategies for Gifted Education	3
<p>This is where the MAT degree completes. If interested, a candidate may pursue the Gifted Education Specialization by adding/taking an additional course to complete all 4 courses in the specialization.</p>		
CURR 656	Creative, Interdisciplinary Thinking	3

<p>Course Options leading to TOSD/SPECIAL EDUCATION Endorsement eligibility All courses in Special Education are offered online. The MAT degree completes at 30 credits—3 courses over Post-Bac Teacher Cert. You may pursue the NJ Teacher of Students with Disabilities (TOSD) Endorsement to initial certification. Special Ed Program Director: <u>Dr. Diane Casale-Giannola</u></p>		
SPED 512	Psychology of Exceptionality	3
SPED 514	Positive Behavior Support	3
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 531	Assessment for Instruction in Special Education.	3
SPED 539	Instructional Practices for Students with Disabilities (Capstone course, cannot be taken as part of MAT credits)	3

Course Options leading to Teacher Leadership with eligibility for NJ Supervisor Certification		
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction & Student Learning	3
CURR 531	Strategies for Curriculum Development & Innovative Change	3
CURR 538	Assessment of Curriculum & Instruction to Improve the Performance of Teachers & Diverse Learners (Fall, Summer)	3
NOTE: MAT candidate must apply to Program Director <u>Dr. Bonnie Lehet</u> , and take EDAD 591 to earn the NJ Supervisor Certificate (standard).		
EDAD 591	Seminar/Practicum in Education Leadership	3
<p>If interested, a candidate may pursue MA in Teacher Leadership with eligibility for NJ Supervisor Certification by applying to the program and adding required courses.</p>		

Course options leading to LITERACY Concentration and NJ READING SPECIALIST Endorsement eligibility		
LITR 500	Multimodal Teaching and Learning (Fall online)	3
LITR 508	Literacy and the Bilingual/Bicultural Child (Spring online; Summer II online)	3
LITR 510 -OR- LITR 560	Research Intro and Survey of Texts for Children and Adolescents (Summer II online) -OR- Writing Project@Rider (Summer)	3
<p>The MAT degree completes at 30 credits—3 courses over Post-Bac Teacher Cert. You may pursue the NJ Reading Specialist Endorsement by discussing with Program Director: <u>Dr. Heather Casey</u> NJ Reading Specialist Endorsement requires completion by August 2025 due to NJ DOE code changes.</p>		
LITR 501	Psychology and Pedagogy of Literacy Processes(Capstone course, cannot be taken as part of MAT credits.) (Fall online)	3
LITR 502	Curriculum, Instruction and Supervision in Literacy (Capstone course, cannot be taken as part of MAT credits.) (Spring online)	3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum (Spring online)	3

CEHS MISSION STATEMENT AND CONCEPTUAL FRAMEWORK

The College of Education and Human Services prepares students to be effective practitioners. Rider was the first private New Jersey institution to hold the highest accreditation possible in teaching from the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation ([NCATE/CAEP](#)). This national accreditation in turn offers graduates added value and recognition nationwide when seeking employment or admission to graduate study. The College has created partnerships with local schools, businesses, and government and community agencies so that students work collaboratively to develop high-quality programs. The conceptual framework of the College of Education and Human Services establishes the shared vision for our efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Our conceptual framework informs the process by which we develop and articulate our goals, ensure that administrators, faculty, P-12 partners, and candidates work toward the same set of articulated goals, and encourage professionally sound commitments and dispositions. Implemented in a variety of ways, the conceptual framework is evident in all parts of the professional education unit. The conceptual framework consists of four distinct goals:

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. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates.

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

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. 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.

[Download the entire "College of Education and Human Services Conceptual Framework and Quality Assurance System" document.](#) (Word doc)

Professional Standards for Teaching Alignment Chart InTASC Model Core Teaching Standards and Learning Progressions for Teachers (InTASC), New Jersey Professional Standards for Teachers (NJPST), & Correlation with the Danielson Framework for evaluating teaching	
Danielson Framework	InTASC/NJPST
PLANNING AND PREPARATION	
<u>Danielson</u> 1a. Applying knowledge of content and pedagogy	InTASC 4: Content Knowledge/ NJPST 4: Content Knowledge
	InTASC 5: Application of Content/ NJPST 5: Application of Content
1b. Knowing and valuing students	InTASC 1: Learner Development/ NJPST 1: Learner Development
	InTASC 2: Learning Differences/ NJPST 2: Learning Differences
1c. Setting instructional outcomes 1d. Using resources effectively 1e. Designing coherent instruction	InTASC 7: Planning for Instruction/ NJPST 7: Planning for Instruction
1f. Designing and analyzing assessments	InTASC 6: Assessment/ NJPST 6: Assessment
LEARNING ENVIRONMENTS	
<u>Danielson</u> 2a. Cultivating respectful and affirming environments 2b. Fostering a culture for learning 2c. Maintaining purposeful environments 2d. Supporting positive student behavior 2e. Organizing spaces for learning	InTASC 3: Learning Environments/ NJPST 3: Learning Environment
LEARNING EXPERIENCES	
<u>Danielson</u> 3a. Communicating about purpose and content 3b. Using questioning and discussion techniques 3c. Engaging students in learning	InTASC 8: Instructional Strategies/ NJPST 8: Instructional Strategies
3d. Using assessment for learning	InTASC 6: Assessment/ NJPST 6: Assessment
3e. Responding flexibly to student needs	InTASC 1: Learner Development/ NJPST 1: Learner Development
	InTASC 2: Learning Differences/ NJPST 2: Learning Differences
PROFESSIONAL, PRINCIPLED PRACTICE	
<u>Danielson</u> 4a. Engaging in reflective practice 4b. Documenting student progress 4c. Engaging families and communities 4d. Contributing to school community and culture 4e. Growing and developing professionally 4f. Acting in service of students	InTASC 6: Assessment/ NJPST 6: Assessment
	InTASC 9: Professional Learning and Ethical Practice/ NJPST 9: Professional Learning NJPST 11: Ethical Practice
	InTASC 10: Leadership & Collaboration/ NJPST 10: Leadership and Collaboration