

2023-2024

## Student Handbook



*Department of Teacher Education*



**RIDER**  
UNIVERSITY

## TABLE OF CONTENTS

College of Education and Human Services Mission Statement	2
College of Education and Human Services Conceptual Framework	3
College of Education and Human Services Diversity Statement and Guiding Principles	4
I. Introduction	5
II. Department of Teacher Education Degree Programs	6-7
III. Academic Advisors	7-8
IV. Academic Policies	8-10
V. Graduation Requirements	10-11
VI. Professional Education Courses	11-12
VII. Education Course Selection and Pre-Registration Guidelines	12-17
VIII. PRAXIS Test Requirements <ul style="list-style-type: none"> <li>○ Elementary Education Major</li> <li>○ Secondary Education Major/Middle School Minor</li> <li>○ Early Childhood Minor</li> </ul>	17-20
IX. Off-Campus Course Approval & Summer Session Information	20-21
X. Study Abroad	21
XI. Changing Majors/Declaring a Second Major/Minor	21-22
XII. Student Support Services	22-24
XIII. Miscellaneous Information	24
Department of Teacher Education Directory	25
APPENDICES <ul style="list-style-type: none"> <li>○ Appendix A: Program Check Sheet Sample</li> <li>○ Appendix B: Certifications Roadmap Elementary &amp; Secondary</li> <li>○ Appendix C: Recommended Core Courses to Fulfill Program Requirements</li> <li>○ Appendix D: Technology Courses and Certification</li> <li>○ Appendix E: Fall 2023 Praxis Test Codes, Qualifying Scores &amp; Fees with Praxis Resources</li> </ul>	26 27-33 34-35 36-37 38 38-42

Policies are subject to change.

\*The NJDOE has recently adopted certification code changes that will be implemented in Fall 2025 that may alter programs of study. Those changes, once confirmed, will be communicated to students to ensure timely completion of programs and certifications.



**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.

[RIDER.EDU/CEHS](http://RIDER.EDU/CEHS)



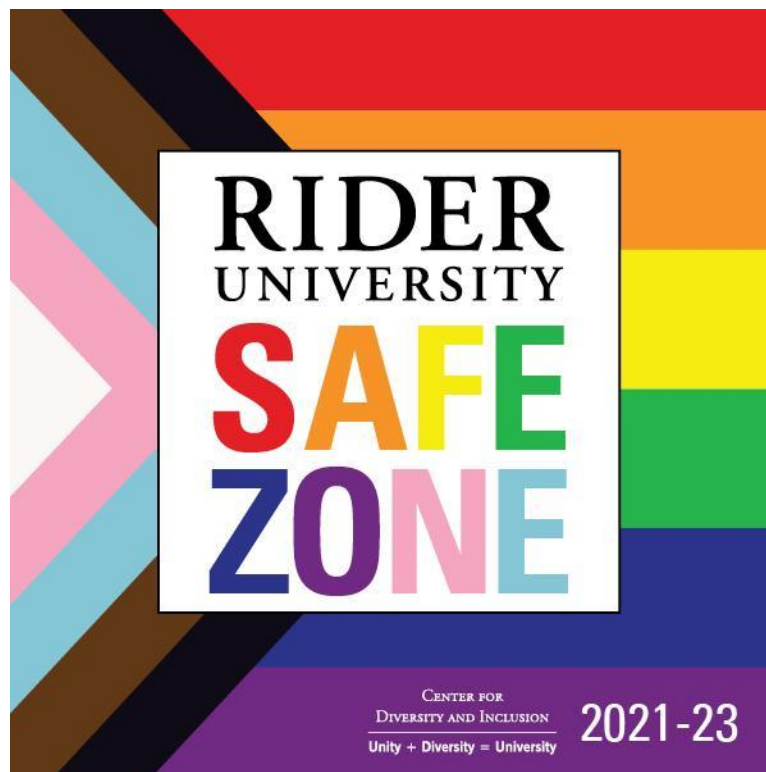
RIDER UNIVERSITY  
College of Education  
and Human Services

## College of Education & Human Services Diversity Statement and Guiding Principles

*Bring your whole self to Rider because we grow stronger together*

Together, we are building 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 will focus on efforts that innovate and transform institutional culture through the following guiding principles:

- **We Act** through advocacy as well as day-to-day communication, in ways that demonstrate the value of diversity and the harm of discrimination.
- **We Respect** one another's unique characteristics and experiences, and grow stronger from these diverse characteristics and experiences.
- **We are Responsible** to be lifelong learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which we live and work.
- **We are Accountable** through admitting that we do not always get it right, showing empathy and humility, and committing to making it right.



## **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 a number of paths to initial certification in elementary education and secondary education:

### 1. Elementary Education

- a. **Path 1: Bachelor of Arts in Elementary Education with dual major.** In this path, the student completes two majors. The student's first major is in elementary education in the College of Education and Human Services and their second major is a liberal arts major in the College of Arts and Sciences. The second major may be in 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, environmental studies, geology, graphic design, health sciences, history, integrated sciences, journalism, marine sciences, mathematics, music production, political science, psychology, radio & podcasting, sociology, or Spanish. Depending on the second major, students may be eligible for additional certification in middle school education. 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.
- b. **Path 2: Bachelor of Arts in Elementary Education - Multidisciplinary Studies.** In this path, the student has a single major in the College of Education and Human Services, but takes courses across a range of subject areas in the College of Arts and Sciences. This major seeks to provide students with a broad-based liberal arts education in four areas: English, mathematics, science, and history. 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 upon passing a middle school certification exam (Praxis) and thus be marketable to teach at either the elementary or middle school level. In addition, those in this path 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.
- c. **Path 3: Bachelor of Arts in Elementary Education - STEM Studies.** In this path, the student has a single major in the College of Education and Human Service, but takes courses across a range of subject areas in the College of Arts and Sciences. This major focuses primarily on STEM topics, particularly mathematics, science, and technology. In addition to being qualified to teach in grades kindergarten through 6, students will also accumulate at least 15 credits in both mathematics and science so that they will be highly qualified in the state of New Jersey to teach the subjects, additionally, in grades 6 through 8. This course of study will enable students to expand their level of certification upon passing the middle school



certification exams (Praxis) in math and science and thus be marketable to teach at either the elementary or middle school level. In addition, those in this path, 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.

## 2. Secondary Education

- a. **Bachelor of Arts in Secondary Education.** In this path, the student completes two majors. The student's first major is in secondary education in the College of Education and Human Services and their second major is a major in the College of Arts and Sciences. The second major may be English (literature or writing), history, mathematics, science (biochemistry, biology, chemistry, environmental sciences, earth sciences, or marine sciences), or world language (Spanish). Upon completion of the degree and passing of the appropriate certification exam(s) the student is eligible for certification as a middle school and high school teacher within the area of their second major.

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 with dual major and Secondary Education students** Students enrolled in a dual major—one in elementary or secondary education and one in a liberal arts program — will have two faculty advisors — one in the Department of Teacher 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 must 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 and the College of Arts & Sciences. 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](http://www.rider.edu) in your *MyRider* account. If office hours are inconvenient for any reason, you should ask your advisors 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 **greenlighted** 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: Multidisciplinary Studies and Elementary Education: STEM Studies students** You will only have one academic advisor in the Department of Teacher Education. If you have a minor outside the College of Education &



Human Services, you may also have an appropriate advisor. You must 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. 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](http://www.rider.edu) in your *MyRider* account. If office hours are inconvenient for any reason, you should ask your advisor to schedule an appointment for a more convenient time.

You must be **greenlighted** by your advisor before you will be able to register on-line. See Section VII Course Selection and Pre-Registration Procedures for further details.

#### 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 ALL 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 Elementary Education - Multidisciplinary Studies and Elementary Education - STEM Studies majors).

## **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 major or 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, pass the Core Academic Skills for Educators test, demonstrate an acceptable level of proficiency in the use of English (both oral and written) and mathematics, and have successfully completed the foundations courses before enrolling in these 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 Subject Matter Praxis 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 a CEHS performance assessment during the full-time student teaching semester.

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. See the Student Teaching Handbook for information and policies relating specifically to student teaching.

## **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 J term and March for the fall semester and summer sessions. 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 plan (a list of courses you expect/hope to take in the upcoming semester)
  - 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 if you have one*) 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.
  - When you are scheduled to register is based on the total number of credits passed at the end of the previous semester.
  - Education methods courses (ELD, SED and some SPE courses) require “special permission” for registration. Your education advisor must enter “Permission of Instructor” electronically for you. Please remind them to do so at your advising appointment.
  - Students planning to take more than 17 credit hours must contact Assistant Dean Fruscione prior to their registration date so that permission can be granted electronically.

**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 EDU 106/206 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 demonstrated core proficiency by passing all sections of the Core Academic Skills for Educators Test (Test Code 5752) **or** submitting SAT or ACT scores that fall within the proficiency guidelines established by the NJDOE. .
- c. You should have completed your math elective(s) (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 Subject Matter Praxis test instead.

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

- a. In order to be able to register for these courses, you must have a cumulative GPA of 2.75, and must have demonstrated core proficiency by passing all sections of the Core Academic Skills for Educators Test (Test Code 5752) **or** submitting SAT or ACT scores that fall within the proficiency guidelines established by the NJDOE.

**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 30 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 online.***
- 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.**

**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 did not opt for the early childhood minor when they applied to Rider, and who would like to add it after admission must fill out a Change of Minor 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 (spring course).

##### **Juniors:**

- Enroll in ECE 332: Family, Community and Diversity in ECE (fall course)
- If you will student teach in the fall semester of senior year, enroll in ECE 450: Developmental Methods and Assessment in Early Childhood Education (fall course) ***[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.]***
- If not taken sophomore year, enroll in ECE 200 (spring course)

**Seniors:**

- Enroll in ECE 450: Developmental Methods and Assessment in Early Childhood Education (fall course). *[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 and spring semester. These courses are typically taken concurrently with the methods ELD courses, but this is not always required.
- You must have a cumulative GPA of 2.75.
- You must have passed the Praxis Core **or** submit SAT or ACT scores that fall within the proficiency guidelines established by the NJDOE.

**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, have passed the Praxis Core, and achieved a cumulative GPA of 2.75.

**RIDER'S ENGLISH AS A SECOND LANGUAGE (ESL) ENDORSEMENT**

**PROGRAM** prepares 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**

The NJ DOE requires that ALL Elementary Education & Secondary Education majors meet a basic skills requirement before taking education methods courses. The basic skills areas that are assessed are mathematics, reading, and writing. This requirement can be met either by scoring at or above the 50th percentile on the SAT or ACT on the corresponding subtests or by passing the Praxis Core Academic Skills for Educators Test. Students who have taken the SAT or ACT should check their score report to see if they scored at or above the 50th percentile. Those who have should submit a copy of their score report to both their academic

advisor in the Department of Teacher Education and a copy to the Department's Administrative Specialist. Those who did not take the SAT or ACT or did not reach the 50th percentile will take the Praxis Core Academic Skills Test explained below.

### **CORE ACADEMIC SKILLS FOR EDUCATORS TEST [Code #5752]**

Elementary Education & Secondary Education majors who will use the Praxis Core Academic Skills test for Educators to demonstrate proficiency in mathematics and/or reading and writing must take and pass the needed 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 who has reached junior status (54 credits) who has not passed all three Praxis Core Tests (or met the basic skills requirement with SAT/ACT scores) 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, ELD 308/376, 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 Subject Matter Praxis test instead.
- 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).

## **EARLY CHILDHOOD and MIDDLE SCHOOL MINORS**

Certification for early childhood (P-3 certification) and middle school require additional Praxis Subject Matter Tests. These tests should be passed prior to graduation so that Rider can nominate you for the appropriate certification.

### **PRAXIS RESOURCES**

- The College of Education and Human Services has created a website dedicated to Praxis. Please visit [www.rider.edu/praxis](http://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>

#### **A. EARLY CHILDHOOD (P-3) MINORS**

Early Childhood (P-3) teaching certification requires passing the Praxis Early Childhood Content Knowledge test (Code 5025) with a minimum score of 156. If a student opts to pursue P-3 as their primary initial certification, this test must be taken and passed before the second set of ELD courses can be taken. If the student chooses to pursue elementary certification as their primary initial certification and passes the Elementary Multiple Subjects Praxis prior to taking the second set of ELD courses, then they should pass the Early Childhood Praxis prior to graduation so that Rider can nominate them for both certifications.

#### **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>.

### **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**

A maximum of four (4) courses or 14 credits are permitted during the summer session with no more than two (2) courses or 7 credits per session. That is, you may take only 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, Japan, Sweden and Spain plus many others. Rider also offers short-term faculty-led programs that involve study or service learning. Conducted over the January break, Spring Break or in the summer, they are usually credit bearing, and of 1-2 weeks in length. These programs 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 Office of International Education. Deadlines for applying for study abroad are October 1 for the following spring semester and March 15th for the fall semester. Summer deadline is February 15th. For additional information contact the Office of International Education (BLC 124) at 609-896-7717 or go to the Rider University Study Abroad website, [www.rider.edu/studyabroad](http://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.

They are:

[Change of Major/Concentration Form \(pdf\)](#)

[Change of Minor/Certificate Form \(pdf\)](#)



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](mailto: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](mailto: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](mailto:accessibility@rider.edu)

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, Executive Director Career Development and Success  
[careers@rider.edu](mailto:careers@rider.edu)

Career Development and Success (CDS) provides a variety of assistance and resources to students including group career coaching, assessments, and 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  
609-896-7408  
Kadi Diallo, Director  
[orientation@rider.edu](mailto: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](mailto: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**

Easy Print is Rider University's print management solution that allows students to print to locations on campus while connected to the Rider University network. The "One Queue" feature eliminates the need to select a specific printer location. Your print job is available at every print location on campus.

Students can reduce paper waste and reduce negative impact to the environment by viewing and selectively releasing print jobs and deleting unwanted print jobs. Jobs not released are automatically deleted after 4 hours.

### **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, Drs Vroman and Dougherty
- 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](http://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 ensure 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 email account, please call 609-219-3000.

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

<b>Dean's Office</b>	<b>Title</b>	<b>Office</b>	<b>Ext.</b>
Dr. Jason Barr	Dean	BFH 111	5085
Barbara Fruscione	Assistant Dean for Academic Administration	BFH 111	7300
Kim Barberich	Career Coach	BLC 237	7488
<b>Office of Field Placement and State Certification</b>			
Erica Spence-Umstead	Assistant Dean for Partnership & Field Placement	BFH 116	5417
Adam Lucas	Director of Clinical Internships	BFH 116	5351
Jeanette Friscia	Certification Coordinator	BFH 116	5175
<b>Department of Teacher Education</b>			
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	Associate Professor	BFH 102F	5685
Dr. Tracey Garrett	Professor	BFH 102I	5347
Dr. Diane Casale-Giannola	Professor	BFH 102E	5078
Dr. Bhesh Mainali	Associate Professor	BFH 102G	5498
Laurell Parris	Lecturer	BFH 102K	5497
Dr. Mark Percy	Professor	BFH 102J	5405
Dr. Katherine Vroman	Lecturer	BFH 102 N	5438

# APPENDICES

<b>PROGRAM CHECKSHEET SAMPLE</b>	<b>APPENDIX A</b>
<b>CERTIFICATION ROADMAP</b>	<b>APPENDIX B</b>
<b>RECOMMENDED COURSES TO FULFILL CORE REQUIREMENTS</b>	<b>APPENDIX C</b>
<b>TECHNOLOGY COURSES AND CERTIFICATION</b>	<b>APPENDIX D</b>
<b>FALL 2023 PRAXIS TEST CODES, QUALIFYING SCORES &amp; FEES WITH PRAXIS RESOURCES</b>	<b>APPENDIX E</b>

# APPENDIX A

## RIDER UNIVERSITY

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

<u>INDICATE SEM/ ORTRANSFER*</u>	<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>SH</u>
<b>BASIC EDUCATION CORE</b>			
_____	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
_____	<sup>1</sup> 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	-

<sup>1</sup>Or other approved math courses.

#### **GENERAL STUDIES ELECTIVES**

_____	Elective (LAS or EDU)	_____	3
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**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)		
_____	<sup>1</sup> Mth for Ed Majors, II	MTH 151	3
_____	<sup>1</sup> Mth for Ed Majors, III	MTH 152	3
_____	<sup>2</sup> LAS Elective	_____	3
_____	<sup>2</sup> LAS Elective	_____	3
_____	<sup>2</sup> LAS Elective	_____	3

**Total Multidisciplinary Credits-----31**

<sup>1</sup>Or other approved math course

<sup>2</sup>These 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 the 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>

**EL MULTIDISC.**

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>
<b>BASIC EDUCATION CORE</b>			
_____	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
_____	<b>(Appreciation or Studio)</b>		
_____	Literature Elective	_____	3
_____	Technology Elective(s)	_____	3
_____	*Contexts of Schooling	EDU 106	3
_____	*Developmental Educ. Psychology	EDU 206	3
	<b>*(These classes must be taken concurrently)</b>		
<b>Or other approved Math course</b>			
<b>EXPANDED HISTORY CORE</b>			
_____	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	-
<b>GENERAL STUDIES ELECTIVES</b>			
_____	General Studies Elective	_____	3
_____	General Studies Elective	_____	0-3
<b>TOTAL CORE AND GENERAL STUDIES ELECTIVES ----- 60-63</b>			

**PROFESSIONAL EDUCATION\*\*\***

<u>INDICATE SEM. / OR TRANSFER*</u>	<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>SH</u>
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**Methods Courses (15 SH)**

**Fall Only:**

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

**Spring Only:**

_____	Teaching Soc. Std. in Middle School	ELD 390 (Spring only)	3
	<b>AND</b>		
_____	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 the 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>

## HISTORY MAJOR REQUIREMENTS

Name \_\_\_\_\_ BRNC ID \_\_\_\_\_

Advisor \_\_\_\_\_ Date Admitted \_\_\_\_\_

### CATEGORY I

6-9 CREDITS \_\_\_\_\_

History seminars

- \_\_\_\_\_ HIS 160 Seminar in History\*
- \_\_\_\_\_ HIS 260 Craft of History (may be repeated for Category III credit with a different topic)
- \_\_\_\_\_ HIS 460 Research Seminar

### CATEGORY II

6-9 CREDITS \_\_\_\_\_

US and European Surveys: Select at least one course in US and one in European history. Education students are strongly encouraged to take both US surveys as well as one European survey.

Note: Students who select only 2 courses (6 credits) in Category II must take 8 courses (24 credits in Category III).

- |                              |    |                                 |
|------------------------------|----|---------------------------------|
| _____ HIS 180 US History I   | OR | _____ HIS 181 US History II     |
| _____ HIS 190 Europe to 1715 | OR | _____ HIS 191 Europe Since 1715 |

### CATEGORY III

21-24 CREDITS \_\_\_\_\_

Students who select two courses (6 credits) in Category II must select eight courses (24 credits in Category III).  
Students who select three courses (9 credits) in Category II must select seven courses (21 credits in Category III).

At least two Category III courses (6 credits) must be at the 200 level and two courses (6 credits) at the 300 level.  
At least two courses for Category III must be selected from the Diversity courses listed below.

<u>200 Level</u>	HIS _____	HIS _____	HIS _____	HIS _____
<u>300 Level</u>	HIS _____	HIS _____	HIS _____	HIS _____
<u>400 Level</u>	HIS _____	HIS _____		

#### Diversity List:

HIS 200 Native American History	HIS 282 Colonial Latin America	HIS 309 Women in American History
HIS 201 African-American History	HIS 283 Modern Latin America	HIS 319 Gender & Sexuality in American History
HIS 249 Women in Europe	HIS 284 Caribbean History	HIS 341 China in Revolution
HIS 273 Imperial Russia	HIS 286 Modern East Asia	HIS 342 Women in East Asia
HIS 274 Modern Russia	HIS 288 African History	HIS 343 Ottoman Empire and the Balkans
HIS 280 Vietnam in Peace and War	HIS 289 History of Modern Japan	
HIS 281 Modern Middle East		

**REQUIRED TOTAL: 36-39 CREDITS\*** \_\_\_\_\_

Students who declare the history major after the freshman year should consult their advisor on the suitability of this course for their program

## **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 (54 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 complete your teaching performance assessment.
- \_\_\_\_\_ 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 (54 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 complete your teaching performance assessment.
- \_\_\_\_\_ 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><input type="checkbox"/> <b><u>SCIENCE NON-LAB COURSE ELECTIVES (3 Credits):</u></b></p> <p>BIO 100- Life Science  BNS 107- Life Science: Brain and Behavior  CHE 100- Introduction to College Chemistry  115- Chemistry and Contemporary Society  ENV 110 Future of Natural Resources  120 Introduction to Climate Change  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, &amp; Man  180- Astronomy</p>	<p><input type="checkbox"/> <b><u>SCIENCE COURSES WITH A LAB ELECTIVES (4 Credits):</u></b></p> <p>BIO 110/110L Life Science: Inquiry Approach  CHE 114/114L Chemistry in the Kitchen  CHE 118/118L Exploration Chemical Principles  ENV 100/100L- Introduction to Environmental Sciences  GEO 100- Earth Systems Science or GEO 113 Environment Geology with GEO 102- Earth Materials and Processes Laboratory  MAR 120/121- Oceanography/with Lab  MAR 380- The Learning &amp; Teaching of Marine Science [Summer Only]  PHY 100/100L- Principles of Physics I/ with Lab  PHY 105/105L Matter, Forces &amp; Energy</p>
<p><b><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 &amp; 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></b></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 Western Literature I or LIT251- Masterworks of Western Literature II

☐ **GENERAL STUDIES ELECTIVES (GSE)**

Any course may be used as a general elective [GSE] provided the prerequisites have been met.

☐ **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 Health Care  
     315 Health Care Law, Ethics & Policy  
 LAW 140 Intro Seminar in Law & Justice  
 LDP 200 Foundations of Leadership  
 MCS 109 Introduction to Race, Class & Gender  
 MCS 110 Race, Class, and Gender in Contemporary America Society  
 POL 100 U.S. Politics in Crisis  
     102 Power, Politics & Justice  
 PHL 100 Plato and Aristotle  
     102 Philosophical Thinking  
     110 Logic and Language  
     115 Ethics  
     120 American Philosophy  
     125 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.

<b><u>Fine Arts Appreciation Courses:</u></b>	<b><u>Fine Arts Studio Courses:</u></b>
ART 104- Survey of Art History I 106 Survey of Art History II 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 199 The Arts in Contemporary Civilization 204 Jazz History 205 History of Pop & Rock I 206 History of Pop & Rock II 207 Masterworks in Music 208-Music of the Theatre 209-Great Composers 217 Black Music in America 218 Postmodernism Popular Culture 300-Beethoven & the Romantic Age 304 Music of the Beatles 307 Music of Radio Head 308 World Music THE 105- Theatre History to 1700 106- Theatre History Since 1700 120- Theatre Appreciation 199 The Arts in Contemporary Civilization 206-American Theatre History 207-Contemporary American Theatre	ART 103- Fundamentals of Drawing 105- Design 204- Fundamentals of Painting 230- Three-Dimensional Design MUS 109S-Basic Music Theory 127-Pop, Rock & Hip Hop Ensemble <b>[1 Cr.]</b> 128- Choir <b>[1 Cr.]</b> 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 307 – Social Media for Education (3 credits)  
TEC 308 – Digital Tools for Teaching (3 credits)  
TEC 404 – Assisted and Augmentative Technology (3 credits)  
TEC 407 – New Literacies for New Learning (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 2023 PRAXIS TEST CODES, QUALIFYING SCORES & FEES WITH PRAXIS RESOURCES**

#### **Educator Preparation Entry Assessment**

<b>To Be Certified In</b>	<b>You Need To Take</b>	<b>Test Code</b>	<b>Qualifying Score</b>	<b>Test Time</b>	<b>Fees</b>
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

	<p>*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.</p>
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### **Tests Required for Specific Licensure Areas**

#### **Early Childhood Education**

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

#### **Elementary Education**

<b>To Be Certified In</b>	<b>You Need to Take</b>	<b>Test Code</b>	<b>Qualifying Score</b>	<b>Test Time</b>	<b>Fees</b>
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
	<p>*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.</p>				

### 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
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

### 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> <i>and</i>	5571	153	2.5 hours	\$130

	<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

## 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/ipt/>)
  - **Interactive Practice Tests (IPT)** (<https://www.ets.org/praxis/prepare/ipt/>)
    - Full-length practice test that allow you to answer one set of test questions to simulate what you will experience on the actual day of the test.
    - Information Bulletin: ([https://www.ets.org/s/praxis/pdf/praxis\\_information\\_bulletin.pdf](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](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, and 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 the 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 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](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.

