



RIDER
UNIVERSITY

2025-26

Student Handbook

DEPARTMENT OF TEACHER EDUCATION

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RIDER UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES MISSION STATEMENT

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

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

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

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



COLLEGE OF EDUCATION AND HUMAN SERVICES

Conceptual Framework

GOAL 1: COMMITMENT

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



For more information about
Conceptual Framework,
Scan here!

GOAL 2: EXPANDING KNOWLEDGE

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

GOAL 3: REFLECTION

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

GOAL 4: PROFESSIONALISM

Novice and experienced educators enrolled in the College of Education and Human Services are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

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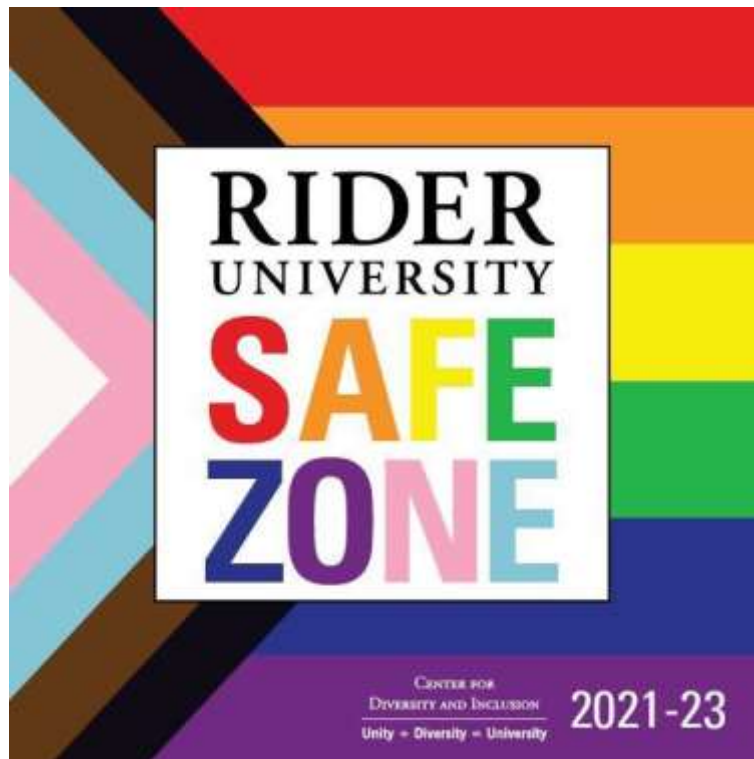
RIDER UNIVERSITY
College of Education
and Human Services

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 the acquisition of broad content knowledge 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 major in the College of Arts and Sciences. The second major may be in behavioral neuroscience, biochemistry, biology, chemistry, communication studies, theatre, criminal justice, dance studies, earth sciences, public relations, film & television, English literature or English writing, environmental sciences, environmental studies, geology, graphic design, health sciences, history, journalism, 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

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, or earth 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. 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 or special education.

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

III. ACADEMIC ADVISORS

- 1 **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 the second major. If you have a third major and/or additional minor, you may also have an additional advisor. You must meet with all your assigned advisors at least once a semester.

The names of your assigned advisors will appear in your Student Profile in the myRider portal. If your advisors are not listed, you should inquire in the Department of Teacher Education Office in BFH 102. If your advisors' office hours are inconvenient for any reason, you should ask to schedule an appointment for a more convenient time.

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.

- 2 **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 additional advisor. You must meet with all your assigned advisors at least once a semester.

The names of your assigned advisors will appear in your Student Profile in the myRider portal. If your advisors are not listed, you should inquire in the Department of Teacher Education Office in BFH 102. If your advisors' office hours are inconvenient for any reason, you should ask 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 field-based coursework, 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 for 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. Typically, students enroll in 15-16 credits per semester. During the full-time student teaching semester, we suggest enrolling only in the 12-credit EDU 465 course. 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:

Students must request permission to enroll in 18 credits prior to registration, using the form linked here:

<https://docs.google.com/forms/d/e/1FAIpQLScPPJqGj1xKFPzudfSY3dDGS7RRGK00SUDm9UIYZYbkZJI5wQ/viewform>

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. General Knowledge Requirement for Program Entry

The Department of Teacher Education requires the following for entry into the teacher education program, which starts in junior year. To register for any methods course, students must qualify in **one** of the following ways:

- Earn a grade of B or higher in one Rider Composition course as well as earn a grade of B or higher in one Rider Math course.
- Pass the Praxis Core subtest for the necessary content area (math and/or writing) based on the 2024 NJ state requirements for cut scores (or qualify for the SAT/ACT exemptions with scores above the 50th percentile).
- Pass the Praxis II: Elementary Education Multiple Subjects Test for certification in Elementary Education OR Praxis II: Content Knowledge Praxis Test in the relevant Secondary Education area.

(d) Earn a grade of B or higher in a math or composition course completed at another college *before transferring to Rider*. Such courses, if accepted by Rider's Registrar as 3-credit equivalents to Rider courses, will replace one or both required courses under option (a).

H. 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.

I. 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.

J. 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 at the end of the probationary semester.
- 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. Students who are dismissed from the university have the right to appeal, following the procedure explained in the dismissal letter.

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 requirements and not make any substitutions. Failure to take the right course may cause a delay in graduation. Any substitution granted by the department chair must be noted within DegreeWorks.**

The semester prior to your projected graduation, meet with **all** your advisors (College of Education and Human Services and College of Arts and Sciences), 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 for secondary education majors and 120 credits for the Elementary Education - Multidisciplinary Studies, Elementary Education - STEM Studies majors and Elementary Education/CAS second major students).

VI. PROFESSIONAL EDUCATION COURSES

All undergraduate students in the Department of Teacher Education must complete a minimum of 120 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.

- 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, meet the requirements for program entry (see Academic Policy G), 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.

In addition, 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 (earning a C+ or higher in each course) 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 spend several hours a week in a classroom, 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. These courses are designed as ELD or SED courses and are taken in pairs. Each semester that a student is enrolled in a pair of ELD courses (307/375 and 308/376) or SED courses (SED 370/high school pedagogy course and SED 431/middle school pedagogy course) will include one full day of field experience each week.

- **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 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. You will find the schedule for course registration on the Rider website.
 - 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 request "permission to overload by completing an online request form. See Section IV Academic Policies for additional information about the overload policy and a link to the form.

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 and others that are intended for secondary education majors, so be sure to register for the appropriate section of EDU 106/206. 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. Currently, the secondary sections of EDU 106/206 are offered in the spring semester 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 academic proficiency by meeting one of the options laid out in academic policy G. *This policy replaced the Praxis Core requirement beginning in January 2025.
- 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 Elementary Education majors with an Early Childhood Education minor 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 academic proficiency by meeting one of the options laid out in department policy. *This policy replaced the Praxis Core requirement beginning in January 2025.

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

✓ Submit 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 submit the form to the chair of the department.

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: Language, Literacy, and Learning Across Domains in Early Childhood (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)
- Complete the application for student teaching (shared by the Office of Field Placement), requesting placement in a primary (K-3) classroom.

Seniors:

- Enroll in ECE 450: Language, Literacy, and Learning Across Domains in Early Childhood (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.]*

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 meet the requirements for demonstrating academic proficiency (see the department academic policy for the options) prior to enrolling in education methods courses.

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 met the criteria for entry into education methods courses (Academic Policy G) 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:

One Multicultural studies elective

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. TESTING REQUIREMENTS

DEPARTMENT OF TEACHER EDUCATION

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 Department of Teacher Education requires the following for entry into the teacher education program, which starts in junior year. To register for any methods course, students must qualify in **one** of the following ways:

- (a) Earn a grade of B or higher in one Rider Composition course as well as earn a grade of B or higher in one Rider Math course.
- (b) Pass the Praxis Core subtest for the necessary content area (math and/or writing) based on the 2024 NJ state requirements for cut scores (or qualify for the SAT/ACT exemptions with scores above the 50th percentile).
- (c) Pass the Praxis II: Elementary Education Multiple Subjects Test for certification in Elementary Education OR Praxis II: Content Knowledge Praxis Test in the relevant Secondary Education area.
- (d) Earn a grade of B or higher in a math or composition course completed at another college *before transferring to Rider*. Such courses, if accepted by Rider's Registrar as 3-credit equivalents to Rider courses, will replace one or both required courses under option (a).

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 writing (Option B, above) 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.

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

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 (or, in the case of those who are also pursuing the Early Childhood minor – the Early Childhood Subject Matter Praxis) 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/ni/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.

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. 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 of 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>.

C. ESL and BILINGUAL ENDORSEMENTS

ESL and bilingual teaching certifications require language proficiency evaluations such as the Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). Discuss these requirements with the program director. These tests should be passed prior to graduation so that Rider can nominate you for the

appropriate certification.

IX. TRANSITION POINTS

As you progress through your program in Rider University's Department of Teacher Education you will pass through several important transition points. You will be introduced to these steps during EDU 101: 1st Year and Transfer Education Seminar and will be guided through these points by your academic advisor. In Appendix B, you will find the Road Map document, which outlines these steps year-by-year. The Road Map is attached to your program checksheet, provided to you in hard copy by your EDU 101 professor and utilized by your academic advisor throughout your time at Rider. The transition points are outlined below:

1st year –

- Meet your academic advisor and participate in initial entry into the education major interview
- Maintain a 2.75 GPA
- Take EDU 101

2nd year –

- Take EDU 106 & 206
- Successfully meet the requirements for official entry into the education program (see section VIII)
- Ensure that general education courses are complete
- Ensure that your GPA is at least a 2.75, keeping in mind that you need to reach a 3.0 prior to student teaching.

3rd year –

- Begin education methods course sequence (ELD or SED courses).
- Take and pass your subject matter Praxis exam six months prior to the start of your full-time student teaching semester.
- Apply for your student teaching placement w/the field office (typically Jan/Feb)
- Plan for completion of all required courses for your major(s) and/or any minors or additional endorsements during your remaining semesters.
- Maintain at least a 2.75 AND plan for reaching the 3.0 threshold prior to the full-time student teaching semester.
- Ensure that you have earned a C+ or higher in each required education course.

4th year –

- Complete all required courses AND reach the required number of credits for degree completion.
- Ensure that all required education courses have been passed with a C+ or higher.
- Submit information to the certification office required to nominate you for all certifications earned through your majors/minors
- Successfully complete full-time student teaching (C+ or higher)
- Successfully complete your Teaching Portfolio Assessment (TPA), scoring at least a 31 out of 44 points on the rubric.
- Complete your program exit survey

X. 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.

XI. 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. The faculty of the College of Education and Human Services typically lead a short-term study abroad trip each May, immediately following commencement; the education study abroad trip includes opportunities to learn about the education system and to visit local schools. The locations of the short-term programs change every year. Additionally, it is possible to engage in a study abroad experience during the student teaching semester. The student teaching semester is extended to allow for a 10-week long student teaching experience in a New Jersey public school, followed by an

approximately 7-week long international student teaching experience. Students interested in any of these types of international study experiences should consult the Office of International Education 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 engage in a full-semester study abroad experience 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

XII. 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 appropriate form(s), which is(are) 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.

XIII. STUDENT SUPPORT SERVICES

□ Rider Academic Success Center

Bart Luedeke Center, Room 237

609-896-5008

Shane Conto, Director, Academic Tutoring

academicsuccesscenter@rider.edu

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

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

❑ **Student Accessibility and Support Services**

Bart Luedeke Center - Suite 201
609-896-5492

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.

❑ **Career Development and Success**

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

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**

Student Recreation Center, Room 216
609-896-7408

Kadi Diallo, Director

orientation@rider.edu

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

❑ **Registrar's Office**

Registrar@rider.edu

Bart Luedeke Center, 1st Floor
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.

XIV. 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 - Advisor, Dr. Mainali.

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

2. STUDENT RIDER E-MAIL

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

Assignment of Student Email Address

Official university email accounts are available for all registered students. The domain name for an official university email account is "rider.edu". Official university communications will be sent to students' official university email addresses. Students must 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

Dean's Office	Title	Office	Ext.
Dr. Jeannine Dingus-Eason	Dean	BFH 111	5497
Adam Lucas	Assistant Dean for Academic Administration, Operations, & Communications	BFH 111	7300
Tracey Bartholomew	Accreditation Coordinator	BFH 111	
Office of Field Placement and State Certification			
Erica Spence-Umstead	Assistant Dean for Partnership & Field Placement	BFH 116	5417
Vacant	Director of Clinical Internships	BFH 116	
Jeanette Friscia	Certification Coordinator	BFH 116	5175
Department of Teacher Education			
Dr. Susan Dougherty	Chair, Associate Professor	BFH 102D	5162
Carol Harris	Administrative Specialist	BFH 102C	5444
Dr. Heather Casey	Professor	BFH 102H	5646
Dr. Lauren Delisio	Associate Professor	BFH 102F	5685
Dr. Tracey Garrett	Professor	BFH 102Q	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 I	5438

APPENDICES

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

APPENDIX A

RIDER UNIVERSITY

Checksheet 2025-2026

Name _____

Advisor _____ Bronc ID _____

B.A. in Elementary Education Multidisciplinary Studies

<u>INDICATE SEM/ OR TRANSFER*</u>	<u>COURSE TITLE</u>	<u>COURSE NUMBER</u>	<u>SH</u>
BASIC EDUCATION CORE			
_____	Seminar in Writing & Rhetoric	_____ BHP100 or _____ CMP 120	3
_____	Seminar in Writing & Research	_____ BHP150 or _____ CMP 125	3
_____	Introduction to Psychology	_____ PSY 100	3
_____	Math for Education Majors I	_____ MTH 150	3
_____	Speech Communication	_____ COM 104	3
_____	History Elective	_____	3
	(recommended HIS 150, 151, or 152)		
_____	Social Science Elective	_____	3
	(may be used towards a minor, including PSY 230, PSY 212/237, MCS 110)		
_____	Science without Lab Elective	_____	3
_____	Fine Arts Elective	_____	3
_____	Literature Elective	_____	3
_____	Technology Elective	_____	3
_____	Foreign Language Elective	_____	3
_____	First Year Education Seminar	_____ EDU 101	1
_____	*Contexts of Schooling	_____ EDU 106	3
_____	*Developmental Educ. Psychology	_____ EDU 206	3
	(*These classes must be taken concurrently)		
_____	General Studies Elective ¹	_____	3
_____	General Studies Elective ¹	_____	3
_____	General Studies Elective ¹	_____	3
_____	General Studies Elective ¹	_____	3
_____	General Studies Elective ¹	_____	3
TOTAL CORE CREDITS -----			58

PROFESSIONAL EDUCATION

_____	Inclusive Practice for Teachers	SPE 300	3
_____	Methods Teach Math in Elem I	ELD 374	3
_____	*Foundations of Early Literacy	ELD 307	3
_____	*Methods Teach Math in Elem. II	ELD 375	3
_____	(*These classes must be taken concurrently)		
_____	Literacy & the Bilingual/Bicultural Child	EDU 358	3
_____	*Fostering Lang. & Lit.	ELD 308	3
_____	*Methods for Teaching Science	ELD 376	3
_____	(*These classes must be taken concurrently)		
_____	Methods for Teaching Social Studies	EDU 300	3
_____	Early Adolescence	ELD 350	1
_____	Education Elective	_____	3
_____	Student Teaching	EDU 465	12

TOTAL PROFESSIONAL EDUCATION CREDITS ----- 40

MULTIDISCIPLINARY COURSEWORK

_____	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
_____	Mth for Ed Majors, II	MTH 151	3
_____	² LAS Elective	_____	3
_____	² LAS Elective	_____	3
_____	² LAS Elective	_____	3

¹These general studies electives can be applied towards a minor.

²These LAS electives must be used to acquire a total of 15 credits in English, history, science, or mathematics. Upper level courses are highly recommended.

Total Multidisciplinary Credits----- 22

Total Core credits 58

Total Professional Education credits 40

Total Multidisciplinary credits 22

TOTAL NUMBER OF CREDITS REQUIRED FOR GRADUATION-----120 CREDITS

*Please indicate semester and year in which courses were taken. Or "T" for transfer of credits. 2.75 cumulative grade point average is required for Junior status in good standing.

Courses in italics are not required for students in this particular double major program. The requirement is met through the second major. Double counting a course does NOT imply double counting credits, since 120 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>

RIDER UNIVERSITY

Checksheet 2025-2026

Name _____

Advisor _____ Bronc ID _____

SECONDARY EDUCATION HISTORY SECOND MAJOR

INDICATE SEM./ OR TRANSFER*	COURSE TITLE	COURSE NUMBER	SH
BASIC EDUCATION CORE			
_____	Seminar in Writing & Rhetoric	_____ BHP100 or _____ CMP 120	3
_____	Seminar in Writing & Research	_____ BHP150 or _____ CMP 125	3
_____	Introduction to Psychology	PSY 100	3
_____	Science non lab Elective	_____	3
_____	Math Elective (excludes MTH 100)	_____	3
_____	Speech Communication	COM 104	3
_____	History Elective		-
_____	Social Science Elective		-
_____	Fine Arts Elective	_____	3
_____	(Appreciation or Studio)		
_____	Literature Elective	_____	3
_____	Technology Elective(s)	_____	3
_____	*Contexts of Schooling	EDU 106	3
_____	*Developmental Educ. Psychology	EDU 206	3
	*(These classes must be taken concurrently)		
EXPANDED HISTORY CORE			
_____	Anthropology Elective	SOC.110 or SOC. 311	3
_____	Philosophy Elective	_____	3
_____	World History to 1500	HIS 150	3
_____	World History Since 1500	HIS 151	3
_____	Sociological Imagination	SOC 101	3
_____	Principles of Macroeconomics	ECO 200	3
_____	Introduction to American Politics	POL 100	3
_____	Foreign Language Elective	_____	3
_____	First Year/TR Education Seminar	EDU 101	1
GENERAL STUDIES ELECTIVES			
_____	General Studies Elective	_____	3
_____	General Studies Elective	_____	0-2
	TOTAL CORE AND GENERAL STUDIES ELECTIVES ----- 60-63		

PROFESSIONAL EDUCATION***

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

Fall Only:

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

Spring Only:

_____	Teaching Soc. Std. in Middle School	ELD 390 (Spring only)	3
	AND		
_____	Content Area Reading & Writing	SED 431 (Spring only)	3
_____	Inclusive Prac. For Gen .Ed. Teachers	SPE 300**	3
	(*Special Education Minors, take SPE 201 instead of SPE 300**)		

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

Capstone Experience (12 SH)

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

HISTORY MAJOR REQUIREMENTS (36-39 SH)

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

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

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

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

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

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

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

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

Criminal Background Check Field Site Requirement

Many field sites that Rider students work with at the sophomore, junior and senior level require all interns to have secured a criminal background check prior to beginning site visits. In order to ensure that you have full access to all field sites throughout your Rider experience and can

successfully complete the NJDOE visitation, you must complete the Criminal Background Check prior to the start of your sophomore year. Transfer students must complete the Criminal Background Check when they enroll at Rider to ensure full access to field sites.

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

SE-HIST

History Major Requirements

(36-39 credits)

Code	Title	Credits
Category I: History Seminars		6-9
Select 6-9 credits from the following:		
<u>HIS 160</u>	Seminar in History ¹	
<u>HIS 260</u>	Craft of History (may be repeated for Category III credit with a different topic)	
<u>HIS 460</u>	Research Seminar	
Category II: U.S. and European Surveys		6-9
Select 6-9 credits with at least one course in U.S. history and one course in European history. Education students are strongly encouraged to take both U.S. 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.		
<u>HIS 180</u> or <u>HIS 181</u>	U.S. History I U.S. History II	
<u>HIS 190</u> or <u>HIS 191</u>	Europe to 1715 Europe Since 1715	
Category III: History Electives		21-24
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. The remaining courses can include <u>HIS 152</u> or <u>HIS 153</u> . At least two courses for Category III must be selected from the Diversity courses shown at the bottom of the list.		
<u>HIS 152</u> or <u>HIS 153</u>	Contemporary World: Historical Perspectives Cold War: A Global History	
<u>HIS 218</u>	America Between the Wars	
<u>HIS 220</u>	America's Culture Wars	
<u>HIS 224</u>	American Environmental History	
<u>HIS 225</u>	A History of American Business	
<u>HIS 226</u>	History of New Jersey	
<u>HIS 227</u>	U.S. Cultural History I	
<u>HIS 230</u>	History on Screen	
<u>HIS 240</u>	History of Ancient Greece	
<u>HIS 241</u>	History of Ancient Rome	
<u>HIS 243</u>	Italy Middle Ages to Present	
<u>HIS 245</u>	Britain to 1688	
<u>HIS 246</u>	Modern Britain	
<u>HIS 248</u>	History of Ireland	
<u>HIS 255</u>	History Abroad	
<u>HIS 298</u>	Special Topics in History	
<u>HIS 300</u>	Economic History of the U.S.	
<u>HIS 301</u>	Constitutional History of U.S.	
<u>HIS 302</u>	American Worker: Social History	
<u>HIS 303</u>	American Urban History	

Code	Title	Credits
HIS 304	Civil War and Reconstruction	
HIS 306	U.S. Cultural History II	
HIS 307	The Immigrant in American Life	
HIS 318	The American Revolution	
HIS 320	The History of Christianity	
HIS 325	Church & Society in Med Europe	
HIS 326	Renaissance and Reformation	
HIS 333	20th-Century Europe	
HIS 334	The Era of World War II	
HIS 335	Nazi Germany & Hitler's Europe	
HIS 336	Modern European Intellectual History	
HIS 337	Post-1945 United States History	
HIS 351	Warfare in History	
HIS 352	Rise and Fall of Communism	
HIS 353	Oral History	
HIS 398	Special Topics in History	
Diversity Courses (select two):		
HIS 200	Native American History	
HIS 201	African American History	
HIS 249	Women in Europe from Antiquity to the French Revolution	
HIS 273	Imperial Russia	
HIS 274	Modern Russia	
HIS 280	Vietnam in Peace and War	
HIS 281	Modern Middle East	
HIS 282	Colonial Latin America	
HIS 283	Modern Latin America	
HIS 284	Caribbean History	
HIS 286	Modern East Asia	
HIS 288	African History	
HIS 289	History of Modern Japan	
HIS 309	Women in American History	
HIS 319	Gender and Sexuality in American History	
HIS 341	China in Revolution	
HIS 342	Women in East Asia	
HIS 343	Ottoman Empire and the Balkans	
TOTAL CREDITS		36 - 39
Course List		

1

Students who declare the history major after freshman year, and transfer students with fewer than 45 total credits or less than 12 credits in history courses, 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 requirements for [entry into the program](#)
 - _____ Familiarize yourself with what's needed for *Engaged Learning*
 - _____ Develop your initial resume.
- Beginning education coursework: What's next?
 - _____ Submit proof of completed CBC prior to beginning EDU 106/206.
 - _____ Successfully submit [entry requirements \(note change as of 1/25\)](#). Transfer students will have one semester to complete this step.
 - _____ Begin planning for successful completion of the multiple subjects praxis
 - _____ Schedule a testing date for the multiple subjects praxis exam at the conclusion of sophomore year
 - _____ Update your resume
- Moving into methods experiences: What do I have to complete next?
 - _____ Successfully pass the multiple subjects text prior to registering for ELD 308/376
 - _____ Update your resume
 - _____ Apply for student teaching
 - _____ Confirm completion of *Engaged Learning* requirements
- Capstone experience: looking forward to student teaching and your first teaching position
 - _____ Successfully pass Rider TPA (Teacher Performance Assessment) or related capstone assessments during your student teaching semester
 - _____ Update your resume
 - _____ Meet with career services
 - _____ During the final semester at Rider, meet with the certification office to file your application for your NJDOE certification.

Developed 09/21; updated 7/23; updated 1/25 *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 requirements for [entry into the program](#)
 - Familiarize yourself with what's needed for *Engaged Learning*
 - Develop your initial resume
- Beginning education coursework: What's next?
 - Submit proof of completed CBC prior to beginning EDU106/206. Instructions to complete can be found [here](#).
 - [Successfully submit entry requirements \(note change as of 1/1/25\)](#). Transfer students will have one semester to complete this step.
 - Begin planning for successful completion of content praxis
 - Schedule a content PRAXIS testing date at the conclusion of sophomore year
 - Continue to update your resume
- Moving into methods experiences: What do I have to complete next?
 - Successfully pass the content praxis 6 months prior to student teaching (March 1 for fall student teaching, July 1 for spring student teaching)
 - Continue to update your resume
 - Apply for student teaching
 - Confirm completion of *Engaged Learning* requirements
- Capstone experience: looking forward to student teaching and your first teaching position
 - Successfully pass Rider TPA (Teacher Performance Assessment) or related capstone assessments during your student teaching semester
 - Update your resume
 - Meet with career services
 - During the final semester at Rider, meet with the certification office to file your application for your NJDOE certification.

Developed 09/21; updated 7/23; updated 1/25 *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.

APPENDIX C

Revised: 7/16/2025

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.**



SCIENCE NON-LAB COURSE ELECTIVES (3 Credits):	SCIENCE COURSES WITH A LAB ELECTIVES (4 Credits):
<p>BIO 100- Life Science BNS 107- Life Science: Brain and Behavior CHE 100- Introduction to College Chemistry 115- Chemistry and 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, & Man 180- Astronomy</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 & Teaching of Marine Science (Summer Only) PHY 100/100L Principles of Physics I/ with Lab PHY 105/105L Matter, Forces & Energy</p>
<p>Elementary Education majors are required 7 credits of a science except MDS majors who are required 11 credits. One course is to be with a lab & one a non-lab science course. MDS requires an additional lab science. One course must be in the physical sciences and one must be in the biological sciences. Secondary Education majors non (STEM) are required to take any 3-credit science course as their science elective.</p>	

HISTORY ELECTIVES: (For Non-History second majors)

All 100 & 200 level History (HIS) courses

LITERATURE ELECTIVES: (For Non-English second majors)

- All 200 level English (ENG) courses EXCLUDING ALL COURSES IN CREATIVE WRITING & FILM (i.e. ENG 226, ENG 284).
- Any American Studies (AMS) courses related to Literature
- 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 *(Students are advised to select a course that meets a requirement for their chosen minor).

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
 GSS any 200 level
 HIS Any 100 or 200 Course
HIS 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 and Gender
 110 Race, Class, and Gender in Contemporary America Society
 POL 100 U.S. Politics in Crisis
 102 Power, Politics and Justice
 PHL 100 Plato and Aristotle
 102 Philosophical Thinking
 110 Logic and Language
 115 Ethics

- 120 American Philosophy
 125 Philosophies of Education
 130 Political Philosophy
 202 Social Philosophy
 PSY 212 Introduction to Applied Behavior Analysis
 230 Child Development
 231 Youth and Adolescent Development
 237 Cognitive Disabilities
 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.



Fine Arts Appreciation Courses:	Fine Arts Studio Courses:
ART 104- Survey 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 225 Hip Hop and American Culture 300-Beethoven & the Romantic Age 303 Music Literature: Baroque Era 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 MUJ 1095-Basic Music Theory 127- Pop, Rock & Hip-Hop Ensemble [1 Cr.] 128- Choir [1 Cr.] 130- Music in Children's Lives 131- Beginning Piano I THE 107- Acting I

TECHNOLOGY ELECTIVES:

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

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

WORLD LANGUAGE REQUIREMENT:

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

APPENDIX D

FALL 2024 PRAXIS TEST CODES, QUALIFYING SCORES & FEES WITH PRAXIS RESOURCES

Educator Preparation Entry Assessment

Passing the Praxis Core writing and mathematics tests is one of the options for demonstrating general knowledge and progressing to the junior year methods courses. See the department policy for demonstrating general knowledge

You Need To Take	Test Code	Qualifying Score	Test Time	Fees
Core Academic Skills for Educators: Combined Test	5752	*See Below	4.5 hours	\$150
Core Academic Skills for Educators: Writing	5723	162	1 hour 40 mins	\$90
<i>and</i>				
Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	5733	150	1.5 hours	\$90

Tests Required for Specific Licensure Areas

Early Childhood Education

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

Elementary Education

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Elementary K-6	<u>Elementary Education: Multiple Subjects</u>	5001	*See Below	4 hours 15 mins	\$180
Elementary K-6 (cont.)	Reading and Language Arts Subtest	5002	157	1.5 hours	\$64
	Mathematics Subtest (On-screen scientific calculator provided.)	5003	157	1 hour 5 mins	\$64
	Social Studies Subtest	5004	155	1 hour	\$64

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

Middle School Education

To Be Certified In	You Need to Take	Test Code	Qualifying Score	Test Time	Fees
Elementary School with Subject Matter Preparation: Language Arts Literacy (5–8)	<u>Middle School English Language Arts</u>	5047	164	2 hours 40 mins	\$156
Elementary School with Subject Matter Preparation: Mathematics (5–8)	<u>Middle School Mathematics (On-screen graphing calculator provided)</u>	5164	157	3 hours	\$130
Elementary School with Subject Matter Preparation: Science (5–8)	<u>Middle School Science</u>	5442	152	2.5 hours	\$130
Elementary School with Subject Matter Preparation: Social Studies (5–8)	<u>Middle School Social Studies</u>	5089	158	2 hours	\$156
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>	5571	153	2.5 hours	\$130
	<i>and</i>				
	<u>General Science: Content Knowledge</u>	5435	152	2.5 hours	\$130
Science, Physical Science	<u>Chemistry: Content Knowledge</u>	5245	152	2.5 hours	\$130
	<i>and</i>				
	<u>Physics: Content Knowledge</u>	5265	141	2.5 hours	\$130
	<i>and</i>				
	<u>General Science: Content Knowledge</u>	5435	152	2.5 hours	\$130
Social Studies	<u>Social Studies: Content Knowledge</u>	5081	157	2 hours	\$130
Theatre	<u>Theatre</u>	5641	153	2 hours	\$130

All Grades

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



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