

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

*Department of Graduate Education, Leadership, and Counseling*



**COMMITMENT**

**EXPANDING KNOWLEDGE**

**REFLECTION**

**PROFESSIONALISM**



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

**HANDBOOK**

*All information in this Handbook is subject to change according to any revisions required by Rider University, accreditation bodies, and/or NJ Department of Education. March 2026*

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## **About this MAT/Post-Baccalaureate Teacher Certification Handbook**

The purpose of this handbook is to provide a general overview of the MASTER OF ARTS IN TEACHING (MAT)/Post-Baccalaureate Teacher programs, practices, and requirements. The MAT/PBTC program resides in Rider University's College of Education and Human Services (CEHS) in the Department of Graduate Education, Leadership, and Counseling (GELC). All information in this Handbook is subject to change according to any revisions required by Rider University, accreditation bodies, and/or NJ Department of Education.

The official student handbooks for Rider University students include the Academic Policy Handbook and the Student Code of Conduct. The policies in these two resources apply to all University students and provide overall guidance, but they do not cover all of the requirements and standards that students must fulfill in the Department of Graduate Education, Leadership, and Counseling (GELC).

The GELC Department Manual of Policies supplements the policies in the Academic Policy Handbook and the Student Code of Conduct; and as a student, you are subject to all. The [GELC Department Policy Manual](#) is a centralized document of approved rules and procedures for administering and governing the responsibilities associated with granting degrees and certificates by the GELC Department in the context of the College of Education and Human Services and Rider University. Links to all handbooks are posted on Rider's website.

### **ACADEMIC AND PROFESSIONAL REQUIREMENTS**

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

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

The Post-Baccalaureate Teacher Certification Program has a gatekeeping responsibility to help beginning professionals understand and develop their abilities to interact with a wide-range of people and personalities across varied classroom environments. Educators must be able to regulate their own levels of response with and among students, families, and colleagues. In accordance with the Department of Graduate Education, Leadership, and Counseling policies, the Post-Baccalaureate Teacher Certification Program maintains its right to dismiss candidates when their professional conduct fails to meet professional disposition expectations and behaviors.

### **MAT/Post-Baccalaureate Teacher Certification Programs**

Welcome to the MAT/Post-Baccalaureate Teacher Certification Program. The Post-Baccalaureate Teacher Certification Program is designed for college graduates seeking initial [NJ teacher certification](#). This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. Depending on the intended certification area, the Post-Baccalaureate Teacher Certification Program is a 21 to 33 graduate credit program.

Once accepted through Rider University's Graduate Admissions, candidates work with the program advisor and faculty for course work, field work, and course registration. Coordinated with the CEHS Office of Field Placement, the clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester and successful completion of the NJ-required Teacher Performance Assessment (TPA) Portfolio. Taking designated courses through the Department of Graduate Education, Leadership, and Counseling can lead to the 30-credit MAT degree. Candidates in the P-3 and K-6 certification tracks, will be awarded the MAT degree upon program completion.

#### **PROGRAM FACULTY**

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

Dr. Kathleen Pierce ([kpierce@rider.edu](mailto:kpierce@rider.edu))

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

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

MAT/Post-Baccalaureate Teacher Certification Programs Faculty

Reading Clinician: Ms. Adrienne Harley ([aharley@rider.edu](mailto:aharley@rider.edu))

#### **DEPARTMENT, COLLEGE, AND UNIVERSITY ADMINISTRATION**

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

Dr. Christina Peterson ([cpeterson@rider.edu](mailto:cpeterson@rider.edu))

Department of Graduate Education, Leadership, & Counseling Administrative Specialist

Ms. Anne Rees ([arees@rider.edu](mailto:arees@rider.edu))

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

Dr. Jeannine Dingus-Eason ([jdinguseason@rider.edu](mailto:jdinguseason@rider.edu))

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

Dr. Erica Spence-Umstead ([espenceumste@rider.edu](mailto:espenceumste@rider.edu))

CEHS Assistant Dean

Dr. Adam Lucas ([lucasa@rider.edu](mailto:lucasa@rider.edu))

CEHS Accreditation Coordinator

Ms. Tracy Bartholomew ([tbartholomew@rider.edu](mailto:tbartholomew@rider.edu))

CEHS Certification Coordinator

Ms. Jeanette Friscia ([jfriscia@rider.edu](mailto:jfriscia@rider.edu))

Rider University Senior Assistant Director of Graduate Admissions

Ms. Kelley Rojas ([krojas@rider.edu](mailto:krojas@rider.edu))

Rider University Graduate Education Recruitment Specialist

Ms. Lindsay Smith ([lismith@rider.edu](mailto:lismith@rider.edu))

Rider University Interim Director of Financial Aid

Ms. Amanda Young ([ayoung@rider.edu](mailto:ayoung@rider.edu))

#### **THE PROCESS AND TRANSITION POINTS**

- 
- Apply to the MAT/PBTC program through Graduate Admissions. Graduate Admissions.
  - Prospective candidates to the MAT/Post-Baccalaureate Teacher Certification program are initially screened through Rider's Graduate Admissions to ensure that they meet enrollment requirements. Transcripts are reviewed for completion of entry requirements including: 30 hours of core content, 2 letters of recommendation, application essay, and GPA minimum of 2.75.
  - Once these requirements are met, Graduate Admissions schedules candidates for a formal qualifying interview with MAT/Post-Baccalaureate Teacher Certification Program faculty.
  - Meet NJ-required testing, GPA, and subject matter requirements for teacher certification.
  - Once approved and offered MAT/PBTC program admission, candidates must formally accept enrollment through Graduate Admissions.
  - Candidates must then meet requirements of Rider University for enrollment.
  - Meet with Rider University Financial Aid.

### **Once Enrolled in the MAT/Post-Baccalaureate Teacher Certification Program**

- Contact and meet with MAT/PBTC Program Director/Advisor.
- Accept/open LiveText account when CEHS sends email invitation to our web-based assessment and e-folio management system.
- Take and pass required testing for NJ certification (Praxis II or OPI/WPI)
- Visit Career Services to update and revise resume to reflect program and certification area.

### **Throughout the MAT/Post-Baccalaureate Teacher Certification Program**

- During each semester, meet with the Program Director/Advisor for program advising including review of professional dispositions, academic progress, and course registration.
- Take and enjoy required courses.
- **Complete required field experiences and reporting** - While many of our post-baccalaureate teacher candidates currently work as paraprofessionals, aides, coaches, and/or substitute teachers in schools, the program requires documentation of preservice hours—field/clinical experience/observation hours with written reflection reports. Each course in the program will require the documentation and reporting of clinical hours of experience/observation related to specific course content with practical implications for teaching, learning, culturally responsive pedagogies, classroom management, and providing extensions and access to the general curriculum for all students.
- Maintain a 3.0 GPA throughout the program.
  - GPAs are reported to Program Director and faculty for review at the end of each semester.
  - Candidates on probation will meet formally with the Post-Baccalaureate Teacher Certification Program Director. They will also receive formal notice in writing from the Department of Graduate Education, Leadership, and Counseling and Post-Baccalaureate Teacher Certification Director

### **FIELD PLACEMENT AND STUDENT TEACHING/SEMINAR**

The culmination of the teacher certification program is full-time student teaching.

- Apply for clinical student teaching with the CEHS Office of Field Placement and Certification. The Office will place you in your student teaching assignment and assign you a Rider Field Supervisor to visit during student teaching.
- During the weekly seminar attached to student teaching, you will plan, record, analyze instruction and student learning in writing, and submit your Teacher Performance Assessment (TPA)—required performance assessment for NJ certification.
- The CEHS Office of Field Placement and Certification Coordinator will verify your teacher certification eligibility among the Post-Baccalaureate faculty and the Rider Registrar, then nominate you to NJ Department of Education for certification.

**WHAT IF I AM ALREADY TEACHING FULL-TIME?** The Supervised Clinical Experience in Teaching (CURR 771) is available only to candidates seeking initial teacher certification and who currently work full-time teaching. Candidates must apply to the Program Director for Supervised Clinical Experience in Teaching (CURR 771) by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once the supervised clinical semester is approved by the MAT/Post-Baccalaureate program director for the upcoming semester, candidates may continue teaching within the appropriate certification area, complete the required TPA, and work with a Rider field supervisor for a semester. [CURR 771 Application](#)

**NJ Alternate Route/Provisional Teacher Process (PTP)** candidates enroll in CURR 772 Clinical Experience in Teaching Seminar as the culminating course in the program and are required to complete the Teacher Performance Assessment (TPA) Portfolio and Reflection. After completing the EPP courses at Rider, Alternate Route candidates work with their districts to file for NJ teacher certification.

## **OUT-OF-STATE TEACHER CERTIFICATION**

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

## **GRADUATION**

Your post-baccalaureate program completes with earning your initial NJ teacher certification. Should you go on or return for the 30-credit Master of Arts in Teaching (MAT) degree, the program culminates in graduation and awarding of the degree. The MAT program director advises and clears the way to graduation and confirms that requirements are satisfied to the University Registrar. Please review the links below regarding Graduation information.

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

## **PROCEDURES AND POLICIES**

### **OFFICIAL COMMUNICATION**

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

### **TECHNOLOGY**

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

### **LIVED NAME POLICY**

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

### **ACADEMIC POLICIES**

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

### **ACADEMIC INTEGRITY**

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

## UNIVERSITY RESOURCES

### **BRONC PHOTO ID AND PARKING**

When you accepted admission to our program, you were issued a so-called Bronc ID. (The Bronc is Rider's mascot.) You will also need a Photo ID, and that process is detailed on Rider's website: [Rider ID Cards](#).

Parking is available in assigned, well-lighted areas on Rider University campus for students, faculty, staff, visitors and guests. To help ensure everyone's safety and to facilitate parking for all, members of the University community are encouraged to familiarize themselves with Rider's [parking regulations](#) and enforcement as described on Rider's website: [Parking at Rider](#).

### **UNIVERSITY SUPPORT AND ACCOMMODATIONS**

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

### **UNIVERSITY ACADEMIC SUCCESS CENTER (TUTORING)**

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

### **CDI**

[Resources from Rider's CDI](#)

### **CAREER DEVELOPMENT AND SUCCESS**

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

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

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

## POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAMS

The Post-Baccalaureate Teacher Certification Program (PBTC) is designed for college graduates seeking initial teacher certification. The streamlined yet rigorous program of professional teacher preparation studies combines theory, research, field experience, and practice. The clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester. Depending on the initial teaching certificate pursued, the program consists of 21 to 33 graduate credits and is designed as a part-time program that may be completed over three to four semesters.

Graduate credits earned in the initial teacher certificate program may be applied to the 30-credit Master of Arts in Teaching (MAT) degree. In addition to earning the MAT degree, candidates may apply some coursework and credits to other degree programs, endorsements, and/or professional development certificates offered through the Department of Graduate Education, Leadership, and Counseling in Rider's College of Education and Human Services.

Course requirements and program sequences for the various initial NJ teacher certification tracks offered through the MAT/Post-Baccalaureate Teacher Certification Program follow.

### ELEMENTARY CERTIFICATE (K-6) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Inclusive Literacy Instruction: Strategies for Diverse Learners	3
CURR 722	Advanced Studies in Literacy Development and Assessment	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 719	Math Application and Connections in the Elementary Classroom	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 770	Clinical Experience and Seminar in Teaching	9
or CURR 771	Supervised Clinical Experience in Teaching	
<b>Total Credits</b>		<b>30</b>

### SEQUENCE FOR ELEMENTARY (K6)

7 courses (3 semesters) + full-time student teaching semester

30 credit program \* 30 credit-MAT degree awarded upon program completion

FALL	SPRING	SUMMER 1	FALL
CURR 702 (3) <i>Tues</i>	CURR 700 (3) <i>Mon OR Thurs</i>	LITR 508 <i>Online</i> (3)	Student Teaching & Seminar (9)
CURR 722 (3) <i>Wed</i>	CURR 710 (3) <i>Tues</i>		
CURR 715 (3) <i>Thurs</i>	CURR 719 (3) <i>Wed</i>		

### EARLY CHILDHOOD CERTIFICATE (P-3) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
ECED 532	Families, Community, and Diversity in Early Childhood Education	3
ECED 550	Language, Literacy, and Learning Across Domains in Early Childhood	3
CURR 702	Inclusive Literacy Instruction: Strategies for Diverse Learners	3
CURR 722	Advanced Studies in Literacy Development and Assessment	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 719	Math Application and Connections in the Elementary Classroom	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching or Supervised Clinical Experience in Teaching	9
<b>Total Credits</b>		<b>33</b>

#### Sequence for Early Childhood (P3)

8 courses (4 semesters) + full-time student teaching semester

33 credit program \* 30 credit-MAT degree awarded upon program completion

FALL	SPRING	SUMMER 1	FALL	SPRING
ECED 532 (3) <i>Mon</i>	CURR 700 (3) <i>Mon OR Thurs</i>	LITR 508 <i>Online (3)</i>	CURR 702 (3) <i>Tues</i>	Student Teaching & Seminar (9)
ECED 550 (3) <i>Thurs</i>	CURR 710 (3) <i>Tues</i>		CURR 722 (3) <i>Wed</i>	
	CURR 719 (3) <i>Wed</i>			

### SUBJECT AREA CERTIFICATE (K-12) REQUIREMENTS

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

#### SEQUENCE FOR SUBJECT AREAS

4 courses (2 semesters) + full-time student teaching

21 credit program \* 30 credits = MAT degree \* Summer courses offer Zoom and online MAT course options

FALL	SPRING	SUMMER 1	SUMMER 2	FALL
Subject Area Methods Course (3) <i>Mon</i>	CURR 700 (3) <i>Mon or Thurs</i>			Student Teaching (9)
CURR 720 (3) <i>Wed</i>	CURR 703 (3) <i>Wed</i>			

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

Code	Title	Credits
EDUC 560	Educating and Evaluating the Bilingual Child	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching or Supervised Clinical Experience in Teaching	9
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
<b>Total Credits</b>		<b>24</b>

### SEQUENCE FOR ESL

5 courses + full-time student teaching

24 credit program \* All courses online except: CURR 700 and Student Teaching \* 30 credits = MAT degree

FALL	SPRING	SUMMER 1	FALL
EDUC 521 (3) <i>Mon Online</i>	CURR 700 (3) <i>Mon OR Thurs</i>	EDUC 560 (3) <i>Online</i>	Student Teaching (9)
	EDUC 520 (3) <i>Mon Online</i>	LITR 508 (3) <i>Online</i>	

\*

**ESL ENDORSEMENT REQUIREMENTS / BILINGUAL ENDORSEMENT REQUIREMENTS** - The ESL and Bilingual Endorsement programs respectively are for those educators already certified in another specialization.

CURR 548	Curriculum and Instruction for Diverse Learners	SUMMER 2	CREDITS
LITR 508	Literacy and the Bilingual/Bicultural Child	SPRING OR SUMMER 1	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	SPRING	3
EDUC 521	Teaching a Second Language	FALL	3
EDUC 560	Educating and Evaluating the Bilingual Child	SUMMER 1	3
			<b>15 CREDITS</b>

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM REQUIREMENTS** - At the graduate level, the TESOL Program is offered to post-baccalaureate students looking to teach English to adult learners. The TESOL program consists of 9 credits that include courses in culture, linguistics, and teaching methods with 20 hours of field experience. TESOL is an internationally-recognized certificate; however, it is not a New Jersey-state certification.

Complete 9 credits from the following courses:

- <b>One linguistics course</b>		
<b>EDUC 520</b>	Introduction to Linguistics and Psycholinguistics	3
- <b>One methods course</b>		
<b>EDUC 521</b>	Teaching a Second Language	3
- <b>One culture course from the following offerings:</b>		
<b>LITR 508</b>	Literacy and the Bilingual/Bicultural Child	3
<b>CURR 548</b>	Curriculum and Instruction for Diverse Learners	3
<b>EDUC 560</b>	Educating and Evaluating the Bilingual Child	3

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## NJ ALTERNATE ROUTE TEACHER CERTIFICATION PROGRAMS

The NJ Alternate Route Teaching Certificate Program (also known as the Provisional Teacher Process or PTP) provides rigorous teacher preparation and individualized guidance to help candidates develop professional knowledge, skills, and confidence while teaching with a Certificate of Eligibility (CE) under provisional agreement with a school district. This 2-year program consists of graduate-level courses in professional teaching and pedagogy and credit hours that meet specific NJ teacher certification requirements. The program can also lead to a 30-credit Master of Arts in Teaching (MAT) degree from Rider University.

Course requirements and program sequences for the various NJ teacher certification tracks offered through the Rider Alternate Route Program follow.

### NJ ALTERNATE ROUTE TEACHING CERTIFICATE ELEMENTARY EDUCATION (K-6)

Code	Title	Credits
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#### Required Courses

Complete all the following courses:

CURR 510	Reflection and Mentoring in Professional Teaching Practice (Preservice/50-hour Course)	3
CURR 541	Assessment and Student Learning	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Inclusive Literacy Instruction: Strategies for Diverse Learners	3
CURR 722	Advanced Studies in Literacy Development and Assessment	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 719	Math Application and Connections in the Elementary Classroom	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 772	Clinical Experience in Teaching Seminar	3
<b>Total Credits</b>		<b>30</b>

### SEQUENCE FOR NJ ALTERNATE ROUTE ELEMENTARY EDUCATION (K-6)

30 credit program \* 30 credit-MAT degree awarded upon program completion

FALL	SPRING	SUMMER 1	FALL
*CURR 510/50-Hour Preservice course or equivalent BEFORE starting classes (3)			
CURR 702 (3) <i>Tues</i>	CURR 710 (3) <i>Tues</i>	LITR 508 (3) <i>Online</i>	Clinical Experience in Teaching Seminar (3) <i>Online</i>
CURR 722 (3) <i>Wed</i>	CURR 719 (3) <i>Wed</i>	CURR 541 (3) <i>T/Th Online</i>	
CURR 715 (3) <i>Thurs</i>	CURR 700 (3) <i>Mon OR Thurs</i>		

**NJ ALTERNATE ROUTE EARLY CHILDHOOD EDUCATION (P-3)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Required Courses</b>		
Complete all the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice (Preservice/50-hour Course)	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Inclusive Literacy Instruction: Strategies for Diverse Learners	3
CURR 722	Advanced Studies in Literacy Development and Assessment	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 719	Math Application and Connections in the Elementary Classroom	3
ECED 532	Families, Community, and Diversity in Early Childhood Education	3
ECED 550	Language, Literacy, and Learning Across Domains in Early Childhood	3
CURR 772	Clinical Experience in Teaching Seminar	3
<b>Total Credits</b>		<b>33</b>

**SEQUENCE FOR NJ ALTERNATE ROUTE EARLY CHILDHOOD EDUCATION (P3)**

33 credit program \* 30 credit-MAT degree awarded upon program completion

<b>FALL</b>	<b>SPRING</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>	<b>FALL</b>	<b>SPRING</b>
<b>*CURR 510/50-Hour Preservice course or equivalent BEFORE starting classes (3)</b>					
ECED 532 (3) <i>Mon</i>	CURR 710 (3) <i>Tues</i>	LITR 508 (3) <i>Online</i>	CURR 548 (3) <i>Online</i>	CURR 702 (3) <i>Tues</i>	Clinical Experience in Teaching Seminar (3) <i>Online</i>
ECED 550 (3) <i>Thurs</i>	CURR 719 (3) <i>Wed</i>			CURR 722 (3) <i>Wed</i>	
	CURR 700 (3) <i>Mon OR Thurs</i>				

**NJ ALTERNATE ROUTE TEACHING CERTIFICATE (SUBJECT AREAS)**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Required Courses:</b>		
CURR 510	Reflection and Mentoring in Professional Teaching Practice (Preservice/50-hour Course)	3
CURR 541	Assessment and Student Learning	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
SPED 512 /SPED 504	Course in Special Education	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
CURR 720	Inclusive Curriculum Design & Instruction	3
CURR 772	Clinical Experience in Teaching Seminar	3
<b>Subject Area Methods Courses:</b>		
Select one of the following:		3
EDUC 521	Teaching a Second Language	
CURR 704	Inclusive Methods for Teaching English Language and Theater Arts	
CURR 705	Inclusive Methods for Teaching Social Studies	
CURR 706	Inclusive Methods for Teaching Science	
CURR 707	Inclusive Methods for Teaching Mathematics	
CURR 708	Inclusive Methods for Teaching Business	
CURR 712	Inclusive Methods for Teaching Music	
<b>Total Credits</b>		<b>27</b>

**SEQUENCE FOR NJ ALTERNATE ROUTE SUBJECT AREAS**

27 credit program \* 30 credits = MAT degree

<b>FALL</b>	<b>SPRING</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>	<b>FALL</b>
<b>*CURR 510/50-Hour Preservice course or equivalent BEFORE starting classes (3)</b>				
Subject Area Methods Course (3) <i>Mon</i>	CURR 700 (3) <i>Mon OR Thurs</i>	CURR 541 (3) <i>Online</i>	CURR 548 (3) <i>Online</i>	Clinical Experience in Teaching Seminar (3)
CURR 720 (3) <i>Wed</i>	CURR 703 (3) <i>Wed</i>	SPED 512 <u>or</u> SPED 504 (3)		<i>Online</i>

## NJ ALTERNATE ROUTE TEACHING CERTIFICATE (ESL)

Code	Title	Credits
<b>Required Courses</b>		
Complete all the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice (Preservice/50-hour Course)	3
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 772	Clinical Experience in Teaching Seminar	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
<b>Total Credits</b>		<b>27</b>

### SEQUENCE FOR NJ ALTERNATE ROUTE ESL

27 credit program \* All courses online except: CURR 700 \* 30 credits = MAT degree

FALL	SPRING	SUMMER 1	SUMMER 2	FALL
<b>*CURR 510/50-Hour Preservice course or equivalent BEFORE starting classes (3)</b>				
EDUC 521 (3) <i>Mon Online</i>	EDUC 520 (3) <i>Mon</i> <i>Online</i>	LITR 508 (3) <i>Online</i>	CURR 548 (3) <i>Online</i>	Clinical Experience in Teaching Seminar (3) <i>Online</i>
	CURR 700 (3) <i>Thurs</i>	EDUC 560 (3) <i>Online</i>		

## MASTER OF ARTS IN TEACHING (MAT) DEGREE

The Master of Arts in Teaching (MAT) is a 30-credit degree program that incorporates work completed toward initial teacher certification in many of Rider's Post-Baccalaureate Teacher Certification Program tracks. For those initial teacher certification tracks that meet or exceed 30 credits, the MAT degree will be awarded upon program completion. For other program tracks, candidates may take additional courses in inclusive practices, assessment, and literacy to earn the 30-credit MAT degree. In addition to earning the MAT degree, candidates may apply coursework and credits to other Master's degree programs, endorsements, and/or professional development certificates offered through the Department of Graduate Education, Leadership, and Counseling.

### COURSE OPTIONS

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

<b>Some Suggested MAT Course Options</b>			
Any three of these courses is <b>suggested but not required</b> options to complete the 30-credit MAT. Candidates are encouraged to pursue individual academic and professional interests.			
CURR 541	Assessment and Student Learning	(Summer I Zoom)	3
CURR 548	Curriculum & Instruction for Diverse Learners	(Summer II online)	3
SPED 512	Psychology of Exceptionality		3

<b>ENGLISH as a SECOND LANGUAGE (ESL) endorsement eligibility.</b>			
Program Coordinator: Dr. Maria Villalobos-Buehner			
CURR 548	Curriculum & Instruction for Diverse Learners	(Summer II online)	3
LITR 508	Literacy and the Bilingual/Bicultural Child	(Spring online; Summer I online)	3
EDUC 560	Educating and Evaluating the Bilingual Child	(Summer I online)	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	(Spring)	3
EDUC 521	Teaching a Second Language ( <i>Capstone course, cannot be taken as part of MAT credits</i> )	(Fall)	3

<b>Course Options leading to TOSD/SPECIAL EDUCATION Endorsement eligibility</b>			
<i>All courses in Special Education are offered online.</i>			
Special Ed Program Director: Dr. Diane Casale-Giannola			
SPED 512	Psychology of Exceptionality		3
SPED 514	Applied Behavior Analysis-ASD		3
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities		3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities		3
SPED 536	Instruction and Transition for Autism and Severe Disabilities		3
SPED 531	Assessment for Instruction in Special Education.		3
SPED 539	Instructional Practices for Students with Disabilities ( <i>Capstone course, cannot be taken as part of MAT credits</i> )		3

## **CEHS MISSION, VISION, AND CONCEPTUAL FRAMEWORK**

### **MISSION STATEMENT**

The College of Education and Human Services empowers individuals and communities through excellence in education, mental health, and wellness. We prepare practitioners and leaders who are committed to collaboration, engagement, and advocacy, equipping them to drive meaningful change and address the most pressing challenges in their fields.

### **VISION STATEMENT**

The College of Education and Human Services envisions a future where our graduates lead with purpose, fostering transformative change in education, mental health, and wellness. Through collaboration and a commitment to advocacy, we strive to cultivate equitable and thriving communities, shaping leaders who address the evolving needs of society with integrity and innovation.

### **CONCEPTUAL FRAMEWORK**

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

#### **Goal 1: Commitment**

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

#### **Goal 2: Expanding Knowledge**

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

#### **Goal 3: Reflection**

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

#### **Goal 4: Professionalism**

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

## PROFESSIONAL STANDARDS FOR TEACHING ALIGNMENT CHART

### **NJ Professional Standards for Teachers (NJPST) Alignment with InTASC Model Core Teaching Standards and Learning Progressions for Teachers**

*at a Glance*

#### **NJPST & InTASC Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **NJPST & InTASC Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **NJPST & InTASC Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### **NJPST & InTASC Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s), he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### **NJPST & InTASC Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **NJPST & InTASC Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

#### **NJPST & InTASC Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### **NJPST & InTASC Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### **NJPST #9: Professional Learning & InTASC Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### **NJPST #11: Ethical Practice**

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

#### **NJPST #10 Collaboration and Partnerships & InTASC Standard #10 Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.