GRADUATE-LEVEL TEACHER CERTIFICATION PROGRAMS

Student Handbook

Office of Graduate Admission
Rider University
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Lawrenceville, NJ 08648
gradadm@rider.edu
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Revised 4.25.2014
MISSION STATEMENT

Rider University’s School of Education:
• prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society;
• 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;
• develops students who are committed, knowledgeable, and reflective and who value service, ethical behavior and the improvement of one’s self and profession;
• 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.

PREFACE

The whole secret of the teacher’s force lies in the conviction that men [and women] are convertible.

- EMERSON

It is the supreme part of the teacher to awaken joy in creative expression and knowledge

- ALBERT EINSTEIN

Human nature is not a machine to be built after a model, and set to do exactly the work prescribed for it, but a tree, which requires to grow and develop itself on all sides, according to the tendency of the inward forces, which make it a living thing.

- JOHN STUART MILL

We invite you to consider a career in teaching. As America rises to the challenge we have laid out here--and we have no doubt that it will--there will be no career more rewarding, more exciting or more important than that of teaching...We invite you to become the key to the nation’s future--to its prosperity, to opportunity for all, to the maintenance of our democracy. You will have the whole nation behind you. It cannot be otherwise. There is too much at stake.

- CARNEGIE FORUM ON EDUCATION AND THE ECONOMY
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INTRODUCTION

Rider’s School of Education is committed to developing effective programs for students planning to enter the teaching profession. The Graduate-Level Teacher Certification Program (GLTP) is suited for college graduates seeking initial teaching certification. Successful applicants have a proven record of academic performance and are committed to the ideals of the teaching. Rider offers a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. It is designed for part-time students who take one or two late afternoon/evening courses per semester. The teaching internship (student teaching) at the end of the program requires full-time enrollment for one semester.

Each member of the GLTP faculty has had successful teaching and/or administrative experience in the schools. Each faculty member has extended this experience through additional study and research. All teacher preparation programs offered by the School of Education are approved by the New Jersey Department of Education. In addition, Rider’s teacher education programs are nationally accredited through the National Council for the Accreditation of Teacher Education (NCATE).

During your studies, you will be expected to go beyond course work to seek additional ways to gain experiences that will make you an excellent educator. Teaching is a cooperative and reflective venture that requires proactive engagement. Teacher education is the first phase of your development as a teacher. The certification programs at Rider include the components of current practice and theory while providing the basis for continued growth and change. It is your responsibility to build on this foundation throughout your teaching career.

The information provided in this handbook describes application procedures and program requirements. Please read this material thoroughly. It is designed to answer most of your questions. Also, keep this handbook while you progress through the program. It will help you to stay on track.

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GRADUATE-LEVEL TEACHER CERTIFICATION PROGRAMS FOR COLLEGE GRADUATES

PROGRAM DESCRIPTIONS

The Department of Graduate Education and Human Services offers teacher certification programs in the following areas:

- Bilingual Education (K-12)
- Business Education (K-12)
- Early Childhood Education (P-3)
- Elementary Education (K-6)
- English as a Second Language (K-12)
- English Education (K-12)
- Mathematics Education (K-12)
- Science Education (K-12)
- Social Studies Education (K-12)
- World Language Education (French, German, or Spanish--K-12)
- Music Education (K-12)
- Middle School Education (6-8)

You can gain middle school credentials by completing another program track. For details, see the "Question and Answer" section later in this handbook.

Most programs are 21-credit hours and consist of four initial courses (offered late afternoons and evenings), followed by a full-time, semester-long seminar and internship. Exceptions are English as a Second Language (four initial courses, and one of two electives in Multicultural Education); Bilingual Education (6 courses plus the internship); and Early Childhood Education (5 courses plus the internship). The programs are organized in a developmental sequence with initial courses providing a foundation for later courses. Students should complete the courses in the order listed in the table below (listed by program specialization):
### GLTP COURSE SEQUENCE

#### ELEMENTARY
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 502: Early Literacy
- GLTP 510: Curriculum & Teaching in Elementary School: Math
- GLTP 515: Curriculum & Teaching in Elementary School: Science, Social Studies, & the Arts
- GLTP 570: Seminar & Internship in Teaching

#### EARLY CHILDHOOD
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- ECED 532: Issues and Challenges in Early Childhood Education
- ECED 507: Emergent Literacy
- ECED 508: Foundation Literacy
- ECED 550: Developmental Methods and Assessment in Early Childhood Education
- GLTP 510: Curriculum & Teaching in Elementary School: Math
- GLTP 570: Seminar & Internship in Teaching

#### MATHMATICS
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 510: Curriculum & Teaching in Elementary School: Math
- GLTP 520: Curriculum & Teaching in the Secondary School
- GLTP 507: Teaching Mathematics in Secondary Schools
- GLTP 570: Seminar & Internship in Teaching

#### SOCIAL STUDIES
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 503: Literacy & Learning in Content Areas
- GLTP 520: Curriculum & Teaching in the Secondary School
- GLTP 505: Teaching Social Studies in Secondary Schools
- GLTP 570: Seminar & Internship in Teaching

#### SCIENCE
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 503: Literacy & Learning in Content Areas
- GLTP 520: Curriculum and Teaching in Middle/Secondary Schools
- GLTP 506: Teaching Science in Secondary Schools
- GLTP 570: Seminar & Internship in Teaching

#### WORLD LANGUAGE
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 503: Literacy & Learning in Content Areas
- GLTP 520: Curriculum & Teaching in the Secondary School
- GLTP 505: Teaching Social Studies in Secondary Schools
- GLTP 570: Seminar & Internship in Teaching

#### MUSIC EDUCATION
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 503: Literacy & Learning in Content Areas
- ME 721: Curriculum Development and Evaluation
- ME 581: Elementary Praxis
- GLTP 570: Seminar & Internship in Teaching

#### ESL (ENGLISH AS A SECOND LANGUAGE)
- Initial certification
  - CURR 548: Curriculum and Instruction for Diverse Learners
  - READ 508: Literacy and the Bilingual/Bicultural Child
  - EDUC 521: Teaching a Second Language
  - GLTP 570: Seminar & Internship in Teaching

#### BUSINESS EDUCATION
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- GLTP 503: Literacy & Learning in Content Areas
- GLTP 520: Curriculum & Teaching in the Secondary School
- BSED 504: Curriculum Strategies & Evaluative Concepts in Business Education
- GLTP 570: Seminar & Internship in Teaching

#### BILINGUAL CERTIFICATION
- GLTP 500: Conceptual Frameworks for Teaching & Learning
- CURR 548: Curriculum and Instruction for Diverse Learners
- EDUC 520: Foundations of Linguistics and Psycholinguistics
- EDUC 521: Teaching a Second Language
- READ 508: Literacy and the Bilingual/Bicultural Child
- EDUC 560: Educating and Evaluating the Bilingual Child
- GLTP 570: Seminar & Internship in Teaching
- GLTP 571: Supervised Practicum in Teaching

* = OFFERED ONLY SPRING AND FALL SEMESTERS
** = OFFERED ONLY FALL SEMESTERS
++++ = OFFERED ONLY IN SUMMER 1 (mid-May through early-mid June)
***** = CHECK WITH ADVISOR ABOUT THE TIMING OF THESE COURSES
ALL OTHER COURSES ARE OFFERED SPRING, SUMMER, & FALL SEMESTERS
++++ = 502 and 510 will be waived for early childhood candidates who have graduated from the Rider University Department of Teacher Education elementary ed program. For these candidates, 570 also will be waived if their student teaching was in a K-3 setting.
Note:

- All courses are 3 credit hours with the exception of the Seminar and Internship in Teaching (GLTP 570), which is 9 credit hours. This capstone experience includes both student teaching in the field and a seminar.
- For Middle School certification you should follow the elementary sequence of courses (See the "Question and Answer" section of your program handbook for details.).
- All GLTP courses have an “early field experience” component, which provides opportunities for students to observe and teach in school settings. The field experiences are interwoven with the courses, enabling you to observe and analyze the teaching and learning concepts you are studying in your coursework. Most courses require you to spend the equivalent of one or two days in school settings. We attempt to strike a balance between your need to “ground” your learning in the real world of the classroom and your employment obligations while you are enrolled in the program. We strongly encourage you to spend as much time as possible in classroom settings and in other venues where you can gain more insight into the dynamics of learning (e.g., afterschool programs…).
- Candidates lacking sufficient experience working with children/adolescents may be required to take an additional 1 credit or 3 credit field-experience course (depending on need), which will strengthen their chances for success in student teaching. These field immersion options include a 1 credit, week-long experience in the Rider University literacy center or a 3 credit, 3 week long experience in a local school district. Candidates needing this option will be notified about the requirement prior to formalization of admission.

More about GLTP 570: Seminar & Internship in Teaching (9 credit hours combined): The Seminar and Internship is a full-time experience that runs for a full semester (from September to early December or late January to early May) in a local school setting. The teaching site for the internship is approved by the faculty and normally is within a 30-mile radius from Rider to permit effective supervision. Rider University staff will secure this position for you. The Internship begins with observation and analysis during the first few days. As the semester progresses, you will gradually assume more teaching responsibilities under the supervision of a cooperating teacher and university supervisor. Preparatory on-campus seminars are scheduled early in the semester (usually before you start the internship in the school). All students are reviewed for progress and retention throughout the Internship/Seminar. Periodic seminar meetings also are held throughout the internship period. These meetings provide a forum for field-experience problem solving and peer support that help you excel during the internship. They also provide additional professional knowledge and guidance in the development of a professional portfolio. Depending on the particularities of the specific student teaching placement you will be involved in either a field cluster seminar arrangement or in an on-campus seminar. Field clusters are seminars in which student teachers from the same school meet together with teachers from the school in order to explore instructional issues and best practices. On-campus seminars that run throughout the semester are designed for the same purposes; however, attendees are student teachers from various districts.

While the vast majority of our student teachers excel in this capstone experience there are rare cases in which students don't do well in student teaching. In those cases some possibilities come into play. One possibility is that the student will be required to quit the program. Another possibility is that the student will be given the opportunity to repeat student teaching in a subsequent semester. We strongly advise you not to maintain other employment during the internship.
Students enrolled in a K-12 subject certificate program (Business Education, English, Mathematics, Science, Social Studies, Music, or World Languages) usually enroll for the Seminar and Internship in Teaching course in the Spring Semester due to the timing of these courses. See the timeline on p. 19.

OPPORTUNITIES FOR EARNING MASTER DEGREES

Master of Arts in Teaching Program

After completing the GLTP program, students can transfer fifteen (15) credits to the Master of Arts in Teaching (MAT) program. The MAT is a 30-credit program focusing on developing teacher leaders who can apply best teaching practices, educational theory, and research on teaching and learning to the preK-12 classroom. Candidates will gain experiences in curricular design, instructional strategies, data-driven decision making, and further coursework to individualize their sequence of study. More information about the MAT degree program is available from Dr. Judith Fraivillig <fraivillig@rider.edu>.

Reading/Literacy Masters Program (dual enrollment with GLTP)

Students who are interested in both teacher certification (in English or in Elementary education) and a Master's degree in Reading/Literacy may simultaneously enroll in both programs. Students initially may be admitted to the Certification program only, the MA program only, or the dual program. Students also may apply for admission to the dual program while enrolled in either the Certification or MA programs. In order to enter the dual program, students must meet the separate entry requirements of both the Certification and MA programs. The second course in the Certification program (Reading/Literacy) may be taken before admission to the dual program; however, students must meet entry requirements for the Teacher Certification program before taking the other components of that program (Conceptual Frameworks, Curriculum, Instructional Methods, Internship). Please note that if you are planning to obtain a reading specialist certification, first you must hold a teaching certification. The teacher certification credential must precede that of reading specialist. More information about the dual certification is available from the program advisors.

ADMISSION REQUIREMENTS

Each candidate will be reviewed for both academic and personal qualifications to judge his or her potential for success as a teacher. Admission is competitive; therefore, the points listed below represent minimum criteria for acceptance. They do not guarantee acceptance. Like other professional programs, you should know that you are meeting high admission standards and that your application will be reviewed carefully. In the words of John Goodlad, one of America’s foremost educators, “Teaching our children is not a given right. It is an opportunity to be earned.”

Admission Criteria for Teacher Certification Programs

1. A Bachelor’s degree from an accredited institution.
2. A 2.75 cumulative grade point average or above from undergraduate studies. Note that the State Department of Education (DOE) will require candidates completing a program after September 1, 2016 to achieve a cumulative GPA of 3.0. This means that if you complete our program after that date your incoming GPA combined with your outgoing GPA from our program must meet or exceed 3.0. (Note: there are state DOE flexibility rules then exempt candidates with high praxis scores from this 3.0 GPA rule. Clarification about this flexibility is available through the state DOE. If you have additional questions about this the office of Graduate Admissions can advise.

3. A major or its equivalent in the discipline(s) for which you seek certification. Those seeking elementary certification (K-6) or early childhood (P-3) require a liberal arts major, science major, dual content (dual major with one or both in the liberal arts), or interdisciplinary major or 60-semester hours in liberal arts or science. Those seeking subject certification (e.g., Business, English, Mathematics, Music, Science, Social Studies, or World Languages) require an undergraduate major in the appropriate discipline (e.g., a mathematics major for mathematics certification) or 30-semester hours in the discipline. Those seeking Middle-School Certification must meet the requirements of another program track along with 15-semester hours in the specific middle school subject area. **Specific academic requirements for entry into the elementary and subject certification programs are outlined in Appendix A in the back of this handbook.**

4. Nine undergraduate or graduate credits in courses from the behavioral sciences (psychology, educational psychology, sociology, educational sociology, social psychology, or cultural anthropology).

5. A passing score on the Praxis II test(s) that is/are designated for the certification you are seeking, (plus the OPI if you are a candidate for World Language, ESL, or Bilingual certification). See the table in the “Testing Program” section later in this handbook for specific test requirements. In a few cases strong candidates can be admitted on a conditional basis if they have not yet secured passing scores on the relevant test(s). Passing scores must be achieved before candidates can begin their second semester of course work in the program.

6. Evidence of interest in teaching through such experiences as substitute teaching, serving as a teaching aide, camp counselor, coach, etc.

7. An informal interview with Admission personnel.

**ADMISSION PROCEDURES**

1. Secure an application from the Office of Graduate Admission.

2. Return the application and Admission Checklist (the back page of this handbook) that documents your eligibility to enter the program. Also, send two professional-academic references, your **official** Praxis score, a **hardcopy of the Praxis**, and **official** transcripts of all previous undergraduate and graduate work directly to:

   Office of Graduate Admission  
   Rider University  
   2083 Lawrenceville Road
3. If you meet the previously outlined admission requirements you will be recommended to the program faculty as a candidate for admission. Upon the favorable recommendation of the Admission Committee, you will be accepted into the program and you may register for courses.

Please note that the completed Application form, Admission Checklist, transcripts and recommendations must be submitted or before the due date specified in the letter from the Office of Graduate Admission, which accompanies this handbook. Praxis scores should be submitted by the due date but must be submitted before course work can begin. In a few cases we will admit strong candidates on a conditional basis if they have not yet secured passing scores on the relevant test(s). Conditional admits must complete the required Praxis test(s) prior to completion of their first semester in the program in order to continue in the following semester.

An incomplete application will delay your admission into the program. Application due dates are available from the Office of Graduate Admission.

**COURSE REGISTRATION AND REQUIREMENTS**

When you enroll in the Certification program, you will be able to register for courses by completing a registration form (included with acceptance materials from the Office of Graduate Admission) and mailing it to your advisor. Send this form as soon as possible. If you change your mind about courses you can drop or change them without cost if you do so before the semester starts. You will meet with your advisor and with other program faculty during a mandatory orientation session before the start of your first semester. Courses normally are offered in the late afternoon or evening during the fall and spring semesters (Some classes begin at 4:30 PM; some at 7:20 PM.). Summer session courses are offered in the evening (Classes begin at 5:30 PM.). After completing your first semester, you will be able to register for courses on-line. Advisors will provide more detail about courses and registration at Orientation Sessions.

Student teaching is the final phase of your program. To be eligible for student teaching, you must earn a minimum grade of C+ in each course and maintain a minimum GPA of 3.0. Immediately after admission to the program, you must submit a student teaching application to Rider’s Field Placement Office. The student teaching application can be found online at www.rider.edu/node/16426. Early arrangements are necessary because school districts require much lead time for placement of student teachers. In addition, you should get a substitute teaching license well in advance of the student teaching placement because school districts increasingly require their student teachers to have substitute credentials. You can get a substitute teaching licensed by inquiringly at a local school district office. If you have questions about your student teaching arrangements, contact the School of Education Field Experience Office (Dr. Suzanne Gespass, gespass@rider.edu or 609.895.5417, Memorial Hall, Room 102). On this application, you will express your preferences in terms of age/grade level of children you wish to teach, and in terms of geographic location. Although your placement largely depends on decisions made by our host school districts, our Field Placement personnel will attempt to make your placement fit your preferences as closely as possible. Note that the teaching internship normally occurs in the Spring Semester for those seeking a K-12 subject certification. Elementary certification students may enroll in the teaching internship in either the fall or spring semesters.
PROGRAM COSTS
In addition to the tuition payments for course work, students should be prepared to pay the following fees which are subject to change:

- Student Teaching/Internship fee (approximately $250, subject to change)
- New Jersey license fee (approximately $60 per certificate, subject to change)
- TaskStream assessment software (see TaskStream.com for subscription rates)

FINANCIAL SERVICES INFORMATION
Information on financial aid may be obtained from Student Financial Services, (609) 896-5360.

TESTING PROGRAM FOR NEW JERSEY TEACHER CERTIFICATION

Across the nation, prospective teachers must complete a teacher preparation program and pass a teacher certification test. Students completing a teacher preparation program at Rider University must abide by the certification requirements of the state in which they plan to teach. In the State of New Jersey, you must pass the appropriate Praxis test. Test applications must be submitted to the Educational Testing Service. (Registration Application forms for all Praxis tests are available in Memorial Hall 111D.)

In New Jersey, candidates for the Elementary Education certificate must take the Elementary Education Multiple Subjects test. Candidates in specific subject certificate programs must take the Praxis II Test(s) in the appropriate field.

Note: Refer any remaining questions about test requirements to the New Jersey State Department of Education at 609.292.2070.

Contact ETS (Educational Testing Service) at 609.771.7395 for test sites and dates. The tests are given on specific dates, and it usually takes up to six weeks or more before we receive your scores. Contact the testing service early in order to avoid delaying your admission to the program. Be sure to list the New Jersey Department of Education (NJDOE) as a score recipient along with Rider University. Unfortunately, NJDOE is not always listed and this has delayed the issuance of various certificates after students complete programs. The code for NJDOE is R7666. Candidates must use their social security numbers when coding for NJDOE.

Students also seeking teacher certification in states other than New Jersey must assume responsibility for securing testing and certification requirements by contacting the respective departments of education and certification within those states. For instance, Pennsylvania requires tests different from, or in addition to, those listed here. Our program is accredited nationally, so it prepares you for teaching in other states. However, state departments of education make final decisions about their certification processes. Call the Pennsylvania State Department of Education 717.787.2967 for more detailed information about Pennsylvania certification.
Specific test requirements follow. **These requirements and passing scores are subject to change by the State of New Jersey at any time.**

Note:
- Beginning Sept. 1, 2015 the **State Department of Education will require an additional test**, over and above the Praxis II tests outlined in the following table. Students must also have earned a passing score on all sections (reading, writing and math) of the **Core Academic Skills Test** before the end of the first semester. This is a New Jersey Department of Education rule that applies to all elementary, secondary, and business education students so there won’t be exceptions. The Core Academic Skills Test is a new Praxis.
- We have purchased a site license, so test preparation e-books are available free of charge on the MyRider website to students enrolled in our programs

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<th>NJ CERTIFICATION SOUGHT</th>
<th>PRAXIS II TEST</th>
<th>MIN.PASSING SCORE</th>
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| ALL CERTIFICATIONS (will be required Sept 2015) Note, this testing won’t be required for candidates who achieve the following: score a 1660 or higher on the SAT or 23 or higher on the ACT, or at least a 4 on the analytical writing section and a combined score of 310 on the Graduate Record Exam (GRE) If you do don’t qualify for these waivers and need to take the Core Academic Skills test it will be a requirement for admission to the program; however, graduate admissions can admit promising candidates on a conditional basis with the expectation that they will complete the testing requirements at least 1 month prior to the student teaching semester. | Core Academic Skills Test for Educators: Reading (5712)
Writing (5722)
Mathematics (5732) | (5712) = 156
(5722) = 162
(5732) = 150 |
| Business Education (all endorsements)                | Business Education (5101)                                                     | 154               |
| Marketing Education                                   | Marketing Education (0561)                                                     | 158               |
| Elementary Education (K-5) Note: Students who started taking the former 5032 series have until December 31, 2014 to complete the areas not already passed. Students taking the elementary series for the first time must take the by 5001 series as posted here. | Elementary Education Multiple Subjects (5001), includes the following: Reading & Language Arts (5002); Mathematics (5003); Social Studies (5004); Science (5005) Note: Candidates who passed the old Elementary Education: Content Knowledge (10014) praxis *prior to 9/1/12* are grandfathered and don’t need the new multiple subjects test. | subtests:
(5002) = 157
(5003) = 157
(5004) = 155
(5005) = 159 |
<p>| Elementary with subject matter prep: Middle School English Language Arts (5-8) | Middle School English Language Arts (5047)                                  | 164               |
| Elementary with subject matter prep: Middle School Mathematics (5-8)            | Middle School Mathematics (5169)                                             | 165               |
| Elementary with subject matter prep: Middle School Social Studies (5-8)        | Middle School Social Studies (5089/0089)                                     | 158               |
| Elementary with subject matter prep: Middle School Science (5-8)               | Middle School Science (0439)                                                 | 145               |
| English                                               | English Language Arts Content Knowledge (5038)                              | 167               |
| English as a Second Language (ESL)                    | OPI and WPT tests of oral and written                                         | Advanced Low     |</p>
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<td>French and Elementary School with Specialization: World Languages/French (5-8)</td>
<td>French: World Language (5174) plus OPI score of at least Advanced Low*</td>
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<td>German and Elementary School with Specialization: World Languages/German (5-8)</td>
<td>German World Language (5183) plus OPI score of at least Advanced Low*</td>
</tr>
<tr>
<td>Spanish and Elementary School with Specialization: World Languages/Spanish (5-8)</td>
<td>Spanish: Content Knowledge (5195) plus OPI score of at least Advanced Low*</td>
</tr>
<tr>
<td>World Languages: Other</td>
<td>OPI score of at least Advanced Low*</td>
</tr>
</tbody>
</table>

*The OPI (Oral Proficiency Interview) and WPT (Writing Proficiency Test) are taken through Language Testing International (www.languagetesting.com)

**ELIGIBILITY FOR CERTIFICATION**

Teacher certification in New Jersey is granted by the New Jersey State Department of Education and by similar state agencies in other states. **All certification requirements are subject to change.** Upon the successful completion of your certificate program, the School of Education will notify the New Jersey State Department of Education that you have completed an approved teacher education program. The State Department of Education will then issue you a Certificate of Eligibility with **Advanced Standing**, which permits you to be hired by any district in New
Jersey. Upon completing a full year of successful teaching under the employment of a school or school district, you will be issued a permanent license to teach in New Jersey.

Rider students who wish to receive a Certificate of Eligibility with Advanced Standing must complete application forms for the state. This occurs near the end of your program. Our Certification Specialist (call 609-896-5175) will help you with this process during the semester in which you student teach. You can access the certification form at the following site: http://www.rider.edu/academics/colleges-schools/claes/soe/field-experiences/nj-state-certification

The link can also be found by querying: NJ Certification via Rider's website.
[Please note: The status bar of the form provides instructions (including required field formats) relative to the respective form field you are on at the time.]

**ENDORSEMENTS**

Additional teaching certification specializations are called “endorsements” in the state of New Jersey. These endorsements are awarded by the state after you complete a teacher preparation program and earn an initial certification. For example, if you earn the elementary certification through our program, you can add endorsements for other specializations (e.g., mathematics, English, business education, etc.) as long as you have the required course background for the specialization(s) and pass the required Praxis tests. You may add endorsements through the state on your own after you complete the GLTP program.

**PROCEDURE CHECKLIST FOR ADMISSION TO AND COMPLETION OF THE GRADUATE-LEVEL TEACHER CERTIFICATION PROGRAM**

_____ 1. Apply to Graduate-Level Teacher Certification program requested from Office of Graduate Admission;

_____ 2. Submit to the Office of Graduate Admission an application, admission checklist, official transcripts from every college or university attended, official notification of Praxis test score(s), and recommendations;

_____ 3. Interview with admission personnel;

_____ 4. Meet with a faculty advisor at orientation session for program planning;

_____ 5. Submit application for student-teaching experience to the Field Placement Office (Memorial Hall 116A);

_____ 6. Complete course work with a minimum grade of C+ in each course and a cumulative GPA of 3.0; **If you must take a leave of absence for a semester**, be sure to notify your advisor by completing a Leave of Absence notification form available in Memorial Hall Room 202;

_____ 7. Submit certification application to Field Placement Office during the internship semester:
8. Receive New Jersey State Certificate of Eligibility through Rider and/or achieve certification in other states by applying to the appropriate State Department.

**STUDENT PERFORMANCE EXPECTATIONS**

The Graduate-Level Teacher Certification Program is a professional program designed for mature students who seek to become teachers. As a principal requires responsible behavior from his/her teaching staff members, our faculty will expect you to demonstrate your commitment by attending all classes, completing your assignments on time, writing in clear English prose, reflecting critically and constructively on your educational experiences, and demonstrating professional dispositions (e.g. diplomacy, diligence) throughout the program. In addition, you must earn a minimum grade of C+ for each course and maintain a minimum grade-point average of 3.00 in the course work before enrolling in the Seminar and Internship in Teaching. Candidates earning below a C+ in a course must retake the course to raise the grade to a C+ or higher. Your classroom performance and potential for success will be reviewed by the faculty every semester you are enrolled in the program. If, in the judgment of the faculty your performance is not satisfactory, a recommendation for dismissal will be made.

One of the marks of a true profession is the ability of the practitioner to make decisions that are based on sound theory, research findings, and promising practices. Significant strides have been made by researchers to identify a body of essential knowledge and skills for the teaching profession. Although good intentions and a sound academic background are essential to becoming a teacher, they are not sufficient. Professional teachers possess extensive knowledge and skills in the areas of learning theory, human development, instructional methods, curriculum planning, and classroom management.

Moreover, you will need to think about the function of education in a democratic society and about the values that will guide your performance as a teacher. Your future success will depend largely on your ability to learn, apply, and reflect on these ideas and skills. Every major professional and research organization in teacher education asserts that a defensible knowledge base must be included in a responsible program for teacher preparation. Successful graduates of this program share in the belief that the acquisition of professional knowledge is not an obstacle but rather is essential to becoming a successful teacher.

**FREQUENTLY-ASKED QUESTIONS REGARDING TEACHER CERTIFICATION**

Rider University welcomes inquiries about our teacher certification programs. Prospective students should acquaint themselves with the state regulations regarding teacher certification before seeking enrollment in our programs. A call to your local New Jersey County Superintendent or to the Office of Teacher Certification in the State Department of Education will provide you with the necessary information. The questions and answers outlined below are responses to common concerns of prospective teachers.

**How can Rider help me obtain a teaching certificate in New Jersey?**
Rider University offers state-approved and nationally-accredited certification programs in Elementary Education, Early Childhood, Business Education, English, Mathematics, Science,
Social Studies, Music, ESL, Bilingual, and World Languages. These programs require course work in preparation for a supervised teaching experience. Upon completing a program, you are recommended for a Certificate of Eligibility with Advanced Standing that permits you to be hired by a school district. In addition, all students must obtain a passing score on the appropriate Praxis test(s) for the state to grant the certificate. Students must submit a Praxis score above the minimum score determined by the State of New Jersey before enrollment in the program. New Jersey delays permanent certification until after the candidate completes a successful year of full-time teaching with the guidance of an experienced teacher/mentor.

**What subjects does the certificate entitle me to teach?**
The Elementary concentration allows you to teach all subjects from kindergarten through fifth grade. The Early Childhood certificate enables you to teach pre-school through grade 3. Certification in Business, English, Mathematics, Science, Social Studies, and World Languages (French, German, or Spanish) permits you to teach a single subject from Kindergarten through twelfth grade. Most candidates in the subject-certification fields seek teaching positions in the middle school or high school.

**What about Middle School Certification?**
Middle school certification permits you to teach in middle schools (typically grades 6 through 8). We do not offer a separate middle school program track. If you complete our **Subject Specialization/secondary** program, your certification will range from K-12 so you will qualify automatically for middle school employment. If you are on our **Elementary** program track, you also can obtain middle school endorsement in one of the four subject specializations (Mathematics, English, Social Studies, Science) by applying to the state after completing our program. The state may grant middle school credentials to a candidate who completes our elementary certification if he/she has taken:

- at least 15 semester hours of course work in the subject area (e.g., history, geography, political science, and/or other social science courses for middle school social studies). The state determines whether or not courses from the candidate’s background will be accepted. For example, mathematics courses would be accepted for a mathematics certification, whereas business school accounting or statistics courses may not be accepted.
- the appropriate Praxis test for the middle school subject area: (Middle School English Language Arts (10049); Middle School Mathematics (20069); Middle School Social Studies (20089); Middle School Science (10439).
- a course in adolescent psychology (must be a course specific to adolescent psychology, not a broader course that included it). Our Department of Teacher Education offers a one-credit adolescent psychology course that serves this purpose.

**At what grade level will I student teach?**
Our state-approved and nationally accredited program requires that your **student teaching be consistent with the certification** you are seeking. Accordingly, your course background, your GLTP course work, and your student teaching must align. Here are examples of good alignment:

- a student with a liberal arts background who follows the elementary sequence of courses (as outlined in the program handbook) and student teaches a variety of subjects in a K-6 setting
• a student with a mathematics background who follows the mathematics subject specialization course sequence (as outlined in the program handbook) and student teaches mathematics classes in a secondary school or middle school grades 6-12. Here is an example of poor alignment:
• a student with a liberal arts background who follows the elementary sequence of courses but student teaches only mathematics courses in a middle school.

The student with a "poorly aligned" program cannot be recommended to the state for certification by our School of Education. Our Field Experience Office personnel will establish good alignment when they set up your student teaching.

I do not have 9 credit hours in behavioral sciences. Can I still apply to your program?
You may apply to Rider after you have completed this program prerequisite of 9 credit hours in behavioral sciences. These courses are offered by Rider’s College of Liberal Arts and Sciences or the College of Continuing Studies, or they may be taken at another accredited institution. The courses may be taken on either the undergraduate or graduate level. Please note: For elementary, early childhood/ P-3, and English education the state specifies that all credits must appear on a regionally accredited two- or four-year college/university transcript. For all other subject specializations (mathematics, science, social studies, world languages, etc.), the state specifies that all credits must appear on a regionally accredited four-year college/university transcript. If courses are taken at a community college, those credits must be transferred to a regionally accredited four-year college transcript.

If I pass all my courses, will I be recommended for a Certificate of Eligibility?
All students must attain a minimum of C+ in each course and at least a 3.00 grade-point average before enrolling in the Seminar and Internship in Teaching. In addition, all candidates are screened for their promise of success in the teaching profession and must achieve at least a B- for the Seminar and Internship in Teaching course. If, in the judgment of the screening committee, a candidate does not demonstrate the necessary professional knowledge, skills, and dispositions (as specified by the INTASC standards—a set of national professional standards new teachers must meet), that candidate will not be allowed to continue in the program despite maintaining an adequate grade-point average. After being recommended by Rider University for a Certificate of Eligibility with Advanced Standing, the candidate must pass the testing (if this has not already been done) as specified by the state in which the candidate seeks certification.

May I enroll in the program on a full-time basis?
The Graduate-Level Teacher Certification Program does not permit students to enroll in more than two GLTP courses per semester. The program is based on a sequence of courses and it is deliberately designed to be completed on a part-time basis in which students normally take one or two courses per semester.

How long will it take me to complete the program?
See Appendix C on page 24 of this handbook.

Can I teach a subject other than the one I majored in at college?
Yes, if you obtain at least 30 undergraduate or graduate credits in the specific subject area for which you are seeking certification, (or 60 liberal arts credits for elementary or preschool certification). If you do not meet this credit requirement, the additional course work must be completed before admission to Rider’s Graduate-Level Teacher Certification Program. Students
seeking a subject certification should take at least 15 semester hours in upper-level courses in their discipline. See Appendix A for specific course work requirements for the subject specializations.

**I have an undergraduate degree in business administration. Can I qualify for an elementary teaching certificate?**

New Jersey requires all elementary teachers to have an academic major or concentration in a single liberal arts or science subject field. Therefore, it is likely that you will need additional course work in one of these subject areas (60 credit hours total) to qualify for this program. Students who have majored in business may find it easier to qualify by presenting a concentration in the social sciences (courses offered by departments of economics, political science, history, sociology, geography and/or anthropology). See Appendix A for specific course work requirements for a specific elementary certification. If you still need additional credits, you may take courses through Rider’s College of Continuing Studies, at a local community college, or at any other accredited institution. Note: The NJ State Department of Education accepts course credits for a certification only if those credits appear on a four-year college transcript. Most four-year colleges, including Rider, do not transfer community college credits onto their transcripts unless they are being transferred into a specific undergraduate program. Consequently, you are advised to take additional courses from a four-year college, unless you can transfer community college credits into a four-year college undergraduate program.

**If I have teaching experience in a private or parochial school, do I have to enroll in the Seminar and Internship in Teaching (student teaching)?**

If you can document the length (a year or more) and nature (subject and grade-level responsibilities) of your teaching experience, or if you are currently teaching, the Seminar and Internship may be waived following approval of your application. However, you must enroll in a separate, seven-week practicum course that we will use to evaluate your teaching abilities. We will not recommend anyone for the teaching certificate unless we have observed him or her in a sustained teaching practicum. Specific requirements may vary depending on the candidate’s experience and professional needs. Procedures for waiving the Seminar and Internship in Teaching are described in Appendix D.

**May I transfer credits from other institutions to reduce the program’s credit requirements?**

No. Rider University faculty must be able to attest to your competence as a teacher. Since our program requires twelve-credit hours before enrolling in the Seminar and Internship in Teaching course, it is essential that each student take this full complement of courses within the program. To assess your potential as a teacher we need to evaluate your performance in all courses.
Teacher certification is granted by the New Jersey State Department of Education and by similar state agencies in other states. All certification requirements are subject to change.

CONTENT REQUIREMENTS FOR ELEMENTARY (K-6) or EARLY CHILDHOOD (P-3) CERTIFICATION:

A prospective teacher seeking elementary certification (K-6) or preschool certification (P-3) should have a liberal arts major, a science major, a dual content major (dual major with one or both in the liberal arts), or interdisciplinary major or 60 semester hours in liberal arts or science. (Note that all credits must appear on a regionally accredited 2 OR 4 year college/university transcript.)

The following are examples of typical liberal arts and science majors:
SOCIAL SCIENCE: sociology, economics, history, political science, anthropology, American studies, geography, women's studies, communications, psychology
HUMANITIES: philosophy, English literature, world (foreign) languages, fine arts
NATURAL SCIENCE and MATHEMATICS: biology, chemistry, physics, biochemistry, geosciences, mathematics

CONTENT REQUIREMENTS FOR SUBJECT CERTIFICATIONS:

A prospective teacher seeking a subject certification requires a liberal arts major, science major, or equivalent that provides a background for that subject specialization. For example, a secondary English teacher requires at least 30 semester hours in English. In addition, national standards, which exist for each subject specialization, specify that certain courses must be included in those 30 hours. In order to enter the certification program, you need a cluster of credits that meets or exceeds the national standards for your subject specialization. The course requirements for entry into each subject specialization are listed on the following pages. (Note that all credits for subject certifications must appear on a regionally accredited four-year college/university transcript. If courses are taken at a community college, those credits must be transferred to a regionally accredited four-year college transcript.)

BUSINESS EDUCATION/BUSINESS RELATED TECHNOLOGIES:
The teaching field of business education includes a number of specializations that require endorsements. Each of the endorsements listed in the table below allows you to teach specific courses in NJ schools. You may qualify for one or more of these depending on your academic
background. Qualifying for several is to your advantage because it makes you more versatile as a business education teacher. The endorsement that best strengthens your employment prospects is Comprehensive Business (1300). Without this endorsement, your employment prospects as a business education teacher may be limited.

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<thead>
<tr>
<th>ENDORSEMENT</th>
<th>ACADEMIC BACKGROUND REQUIRED FOR THE ENDORSEMENT</th>
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<tbody>
<tr>
<td><strong>Comprehensive business (1300).</strong> Authorizes you to teach accounting,</td>
<td>A major in business to include 30 credits in business study including a minimum of 12 credits in bookkeeping and accounting, and courses in business law, economics, finance, keyboarding (typing), speed writing (shorthand), computer applications.</td>
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<tr>
<td>banking and insurance, business computer applications, business law,</td>
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<tr>
<td>business communications, business mathematics, economics and finance,</td>
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<tr>
<td>entrepreneurship, international business, keyboarding, business management,</td>
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<tr>
<td>business organization, marketing, office administration/office systems</td>
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<tr>
<td>technology, and exploration of related business careers.</td>
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<tr>
<td><strong>Business: accounting (1301).</strong> Authorizes you to teach accounting,</td>
<td>A business degree and a minimum of 12 credits in accounting. Examples include: principles of accounting, intermediate accounting, taxation, auditing.</td>
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<tr>
<td>bookkeeping, finance, and investment, business mathematics and exploration</td>
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<td>of related careers.</td>
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<tr>
<td><strong>Business: finance, economics, law (1302).</strong> Authorizes you to teach</td>
<td>A business degree and a minimum of 12 credits to include 6 credits in economics, 3 credits in finance, and 3 credits in law.</td>
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<tr>
<td>finance and investment, economics, law, banking and insurance, business</td>
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<tr>
<td>mathematics, business communications, business management, business</td>
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<tr>
<td>organization and exploration of related careers.</td>
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<tr>
<td><strong>Business: keyboarding and data entry (1303).</strong> Authorizes you to teach</td>
<td>A business certificate and a course in keyboarding and/or word processing applications. Montclair State University (MSU) provides courses in keyboarding and word processing. MSU also provides a course in electronic document production that focuses on keyboarding at a high level of competency. You may submit a letter from a college faculty member of the business department verifying proficiency in typing.</td>
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<tr>
<td>keyboarding, computer data entry, word processing and exploration of</td>
<td></td>
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<tr>
<td>related careers.</td>
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<tr>
<td>**Business: computer applications and business-related information</td>
<td>A business degree and 15 credits in any one of the following areas (a major in one of the following areas also would fulfill the requirements):</td>
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<tr>
<td>technology (1304). Authorizes you to teach business-related software</td>
<td>1. Management Information systems</td>
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<tr>
<td>applications, safety and security policies pertaining to computer use,</td>
<td>2. Business-related computer classes</td>
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<tr>
<td>emerging hardware and operating systems, file management, legal issues</td>
<td>3. Database concepts for business</td>
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<tr>
<td>related to computer use, and exploration of related</td>
<td>4. Information management</td>
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<tr>
<td>careers.</td>
<td></td>
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</tbody>
</table>
| Business occupations. | 5. Decision support systems for business  
6. Computer management  
7. Systems analysis for business  
8. Computer networks in business  
9. Database development for business  
10. Business computer programming |
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<tr>
<td><strong>Business: office administration/ office systems technology (1305).</strong> Authorizes you to teach office organization, word processing, speed writing, business communication, office and administrative support practices and procedures, keyboarding, data entry and exploration of related business occupations.</td>
<td>A business degree and 15 credits to include managing office systems, office systems administration, speedwriting/stenography, keyboarding, word processing, business communications, and business-related programs/software.</td>
</tr>
<tr>
<td><strong>Marketing education (2560).</strong> Authorizes you to teach marketing occupations including sales, advertising, and retailing, global marketing, entrepreneurship and exploration of related business occupations.</td>
<td>A major in marketing or a major in business administration with a minimum of 15 credits in marketing.</td>
</tr>
</tbody>
</table>

**ENGLISH**
Minimum 30 s.h. *(At least 15 s.h. must be in upper-level courses.)* including courses in each of the following:
- survey courses covering American and English literature (6 s.h. minimum)  
- American literature (upper level, recommend 19th century)  
- English literature (upper level)  
- Shakespeare  
- Poetry  
- course covering the structure of language (e.g. - grammar or linguistics)  
- multicultural or minority-oriented literature (e.g. - African American Literature)

**MATHEMATICS**
Minimum 30 s.h. *(At least 15 s.h. must be in upper-level courses.)* including courses in each of the following:
- A full sequence of calculus courses (normally three)  
- Linear Algebra  
- College Geometry  
- Probability and Statistics  
- Abstract or Modern Algebra  
- Computer Science
Remaining credits may come from electives in Mathematics – for example, any other courses taken from a mathematics department (with a mathematics course prefix—mth), FORTRAN and data structures; mechanical engineering courses, electrical engineering courses.
SCIENCE  (Note: For each of the sciences it is recommended that students have a background in the other three sciences—**at least one** course in each).
Minimum 30 s.h. (**at least 15 s.h. should be in upper-level** [junior, senior, or graduate] **courses**) including courses in each of the following:

- **BIOLOGY** - 30 s.h. including the following subjects: zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution (courses in anatomy and veterinary medicine also can be included)
- **CHEMISTRY** - 30 s.h. including the following subjects: organic, inorganic, analytical, physical, biochemistry
- **PHYSICS** - 30 s.h. including the following subjects: classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics (courses in physics, mechanics, electrical engineering, analytic physics, statics, circuit designs, and mechanical designs also can be included)
- **EARTH SCIENCE** - 30 s.h. including a specialization in one of the following subjects and supporting work in the others: astronomy, geology, meteorology, oceanography (courses in physical geography, space science, tectonics, paleontology, mineralogy and cartography also can be included)

SOCIAL STUDIES
Minimum 30 s.h. (**At least 15 s.h. must be in upper-level courses**) including a **minimum of 15 semester hours in history**. Also must include at least one course in each of the following:
- American or US History
- World History
- Government or Political Science
- Geography or World Cultures
- Economics
- Behavioral Science (psychology, sociology, cultural anthropology)
- A concentration (18 credit hours) in one of the eight social science disciplines (sociology, economics, psychology, geography, history, political science, anthropology, philosophy)

WORLD LANGUAGE
Minimum 30 s.h. in one of the following languages:

- French
- German
- Spanish

ENGLISH AS A SECOND LANGUAGE
At least an undergraduate degree from an accredited institution with liberal arts major, science major, dual content major, or interdisciplinary major, or 60 semester hours in liberal arts or science.
APPENDIX B
YOUR TEACHING PORTFOLIO

WHAT IS IT?

A portfolio is a creative, long-term project consisting of a coherent collection of materials and ideas that represent your professional experiences pertaining to teaching. The process of its construction and the final product will aid in your employment search. We recommend that you construct a portfolio based on your courses, early field experiences, and student teaching. A typical portfolio will include:

(a) sample reflection papers and journal entries documenting on-going reflection
(b) sample assignments, lesson plans, unit plans, project ideas, samples of work from the field documenting skills and knowledge development (e.g., artifacts from students engaging in hands-on activities, photos of an interest center you designed)
(c) evidence of long-term interest development in practical, theoretical, and philosophical aspects of teaching and learning (e.g. a collection of attractive ideas that resonate with your expanding knowledge base or philosophical core, transformative moments that clarify direction and spark renewed interest)
(d) reviews and feedback from professors, supervisors, cooperating teachers, and students.

In essence, your portfolio can be a collection of materials that shows who you are, where you are going, and what you can offer a school district.

WHY PREPARE A PORTFOLIO?

There are two important reasons for constructing a professional teaching portfolio:
(a) The construction process helps you become a "reflective practitioner" by documenting your growth and by clarifying your developmental direction.
(b) People who hire teachers are impressed by teaching portfolios. This is particularly true of electronic portfolios. We strongly recommend that you build an electronic portfolio that can be sent to school districts prior to your interview. Not only can an electronic portfolio showcase your work with photos and videos, it demonstrates your technological savvy. Don’t worry, you don’t have to be Bill Gates to construct one.

HOWS & WHENS:

We recommend that you begin collecting potential artifacts for your portfolio immediately (e.g., college diplomas, coaching certificates, thank-you notes for your work with children, etc.). During your course work, you will write papers, design lesson plans, and create unit plans that you may choose to include. Your course instructors will provide more details about the portfolio process and recommend artifacts in your courses.

The internship semester is an opportune time to refine and complete your portfolio because: (a) most of your "practical" experiences will take place at your internship site, (b) during the internship, you will develop long-term creative projects (unit plans, learning/interest centers) that are natural centerpieces for the portfolio, (c) you will accumulate documentation that shows your growth and promise as a teacher (your own reflections and supervisor feedback), and (d) your seminar leader can guide you in the process.
APPENDIX C

GLTP Course Schedule

How long will it take me to complete the program?
The duration of the program varies. The chart below can help guide your scheduling decisions. It is important to note that secondary certification candidates usually student teach during the spring semester because their final course prior to student teaching is offered only in fall semester. The following are examples of course sequence/timing options for students in various specializations (examples only; not all possible options are shown).

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<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>GLTP 500 &amp; 510</td>
<td>GLTP 515</td>
<td>GLTP 502</td>
<td>GLTP 570</td>
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<tr>
<td>Elementary</td>
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<td>GLTP 502</td>
<td>GLTP 515</td>
<td>GLTP 570</td>
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<tr>
<td>Elementary</td>
<td>GLTP 500 &amp; 510</td>
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<td>GLTP 515</td>
<td>GLTP 570</td>
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<tr>
<td>Elementary</td>
<td>GLTP 500</td>
<td>GLTP 502</td>
<td>GLTP 510 &amp; 515</td>
<td>GLTP 570</td>
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<tr>
<td>Elementary</td>
<td>GLTP 502</td>
<td>GLTP 500 &amp; 510</td>
<td>GLTP 515</td>
<td>GLTP 570</td>
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<tr>
<td>Elementary</td>
<td>GLTP 502</td>
<td>GLTP 500</td>
<td>GLTP 510 &amp; 515</td>
<td>GLTP 570</td>
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<tr>
<td>Secondary**</td>
<td>GLTP 500</td>
<td>GLTP 520</td>
<td>GLTP 503 &amp; methods*</td>
<td>GLTP 570</td>
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<tr>
<td>Secondary**</td>
<td>GLTP 500</td>
<td>GLTP 503</td>
<td>GLTP 520 &amp; methods*</td>
<td>GLTP 570</td>
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<tr>
<td>Secondary**</td>
<td></td>
<td>GLTP 503</td>
<td>GLTP 500 &amp; methods*</td>
<td>GLTP 520</td>
<td>GLTP 570</td>
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<tr>
<td>Secondary (math)</td>
<td>GLTP 500</td>
<td>GLTP 510</td>
<td>GLTP 520 &amp; methods*</td>
<td>GLTP 570</td>
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<tr>
<td>Secondary (math)</td>
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<td>Early Childhood</td>
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<td>GLTP 510 &amp; ECED 550</td>
<td>GLTP 502</td>
<td>GLTP 570</td>
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<tr>
<td>Early Childhood</td>
<td>GLTP 500 &amp; ECED 532</td>
<td>GLTP 502</td>
<td>GLTP 510 &amp; ECED 550</td>
<td>GLTP 570</td>
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** Secondary = subject specializations other than math (science, English, social studies, business ed, music, etc.)* Secondary methods course differs according to subject area (see class lists on p. 6 of this handbook).
APPENDIX D

PROCEDURES FOR REQUESTING A “CONDENSED PRACTICUM” (GLTP 571) IN PLACE OF STUDENT TEACHING

A candidate enrolled in the Graduate-Level Teacher Certification Program who has one or more years of successful full-time teaching experience in a public, private or parochial school may apply for a waiver of the Seminar and Internship in Teaching course. A candidate who has been employed as a teacher’s aide is not eligible for this waiver. A candidate employed on an intermittent, per diem basis as a substitute teacher also is not eligible for this waiver. A candidate employed on a regular half-time or part-time basis for the equivalent of at least a full academic year may be eligible for a waiver. If approved, this waiver entitles the candidate to enroll in the course GLTP-571, Supervised Practicum in Teaching for three graduate credits. The Condensed Practicum, a seven-week course, is used to verify the student’s competence while teaching in the school where he/she is employed, or in a different setting. If the Supervised Practicum is to be completed in the school where the candidate is presently employed, the teaching responsibility must be consonant with the certification area being sought. For example, a student seeking the Elementary Certification must be teaching in an elementary school to qualify. To apply for such a waiver, you must furnish the following documents to the program coordinator:

1. A professional resume and a letter of application stating your request for a waiver indicating the year(s) and dates of teaching experience, subject(s) and grade level(s) taught, name and location of school(s) and district(s), name(s) of supervisor(s) and/or administrator(s) who supervised your teaching. Your previous teaching experience must be related to the teaching certificate you are now seeking. For example, candidates seeking the elementary K-6 certificate must have previous experience on that level; candidates seeking a K-12 subject certification (secondary) must have previous experience teaching that subject. Rider University can recommend students for certification in only the following subject areas: Business Education, Early Childhood, Elementary, English, Mathematics, Science, Social Studies, and World Languages (French, German & Spanish), and English as a Second Language (ESL).

2. You must submit a portfolio of supporting materials to document your success and skills as a teacher. The portfolio should include:
   a. Copies of end-of-year evaluations by the responsible supervisor/administrator and on-going observations/evaluations made during the teaching year. These evaluations must demonstrate that your performance was satisfactory and that you were eligible for rehiring. Terminations for reasons other than unsatisfactory performance do not disqualify you from the waiver. Nevertheless, please explain the circumstances of all terminations.
   b. A copy of your lesson plan book covering at least one academic year of full-time teaching.
   c. Copies of sample lessons, unit plans, and materials you have developed. These may include student handouts, innovative assignments, teacher-made tests, photographs of classroom displays and/or student activities, etc.

   Students must submit the application, with supporting documentation, at the beginning of the semester before the semester in which they wish to complete the Supervised Practicum. A committee comprised of Program faculty will review your request and notify you whether or not the waiver has been granted. You may enroll in the Supervised Practicum in the school where you are currently employed as long as a certified teacher is available to supervise your work. This teacher serves as a cooperating teacher and must be certified in the grade level or subject area for which you are seeking certification.
GRADUATE-LEVEL TEACHER CERTIFICATION PROGRAM
ADMISSION CHECKLIST

Directions: This Checklist MUST be completed before admission can be granted. Complete each part as accurately as possible. It is your responsibility to determine whether you are eligible for admission into the Rider University Graduate-Level Teacher Certification program. Please submit this form with your application.

Name:______________________________________  Date:______________________

Address:______________________________________________________________

Phone: (Home)________________________ (Work)____________________________

E-mail address __________________________________________________________

Expected Enrollment Date: Summer__   Fall__   Spring__   Year:______________

Certification Requested: (Check One)

Elementary (K-6) ___      Business Education ___      World Language:
Mathematics ___          Early Childhood (P-3) ___      French ___
Science ___             Music ___                 German ___
Social Studies ___      ESL ___                   Spanish ___
English ___             Bilingual ___

Undergraduate Institution and Degree: ______________________________________

_______________________________________________

Graduation Date:______________        Major:________________________________

Cumulative Grade Point Average:______________

Courses in Behavioral Sciences (any combination of Psychology, Sociology, Social-Psychology, Social Anthropology, Educational Psychology, Educational Sociology): 9 credit hours required for admission.

Course Title                        Institution                        Credits  Grade
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
ADMISSION CHECKLIST, CONTINUED

Subject certification candidates must present 30 semester hours or the equivalent major in the subject area they are seeking certification.

Elementary Education (K-6) and Early Childhood/Preschool (P-3) certification students must have a liberal arts major, a science major, a dual content major (dual major with one or both in the liberal arts), or interdisciplinary major or at least 60 credit hours in the liberal arts and sciences (see the content requirement appendix in the Graduate-Level Teacher Certification Handbook to determine which of your courses meet these requirements and then fill them in below (attach additional page(s) if needed).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
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Total Credits: _______________