

# NJ ALTERNATE ROUTE TEACHER CERTIFICATION

## Overview

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.

## NJ Certificates Offered

- Comprehensive Business Education
- ESL
- Science
- Elementary K-6
- English Language Arts
- Mathematics
- Early Childhood P-3
- Social Studies
- Theater
- Music
- World Languages

## Contact

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## NJ Alternate Route Teacher Certification Requirements

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## NJ Alternate Route Teaching Certification (K-6)

(30 credits)

Code	Title	Credits
<b>Required Courses</b>		
Complete all of the following courses:		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 541	Assessment and Student Learning	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Development for Diverse Learners	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 719	Math Applications and Connections in the Elementary Classroom	3
CURR 722	Advanced Studies in Literacy Development and Assessment	3
CURR 772	Clinical Experience in Teaching Seminar	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
<b>Total Credits</b>		<b>30</b>

## NJ Alternate Route Teacher Certification Program (Subject Areas)

(27 credits)

Code	Title	Credits
<b>Required Courses:</b>		
CURR 510	Reflection and Mentoring in Professional Teaching Practice	3
CURR 541	Assessment and Student Learning	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 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
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 711	Pedagogy and Methodology in Dance	
CURR 712	Inclusive Methods for Teaching Music	
CURR 713	Inclusive Methods for Teaching Art	
EDUC 521	Teaching a Second Language	
<b>Total Credits</b>		<b>27</b>

**NJ Alternate Route Teacher Certification Program (ESL)**

(27 credits)

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

**NJ Alternate Route Teacher Certification Program (P-3)**

(33 credits)

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

**Courses and Descriptions****CURR 510 Reflection and Mentoring in Professional Teaching Practice 3 Credits**

This course serves as an introduction to professional teaching work in classrooms. The hands-on work in the course complements required classroom observations and reflections. The course uses participants' classroom observations and reflections as the bases for targeted, practical discussions and study on topics such as classroom management, teacher identity and diversity, teaching and content, asking for feedback, and working with mentors.

**Prerequisite(s):** Permission of Program Director.

**CURR 541 Assessment and Student Learning 3 Credits**

This course provides hands-on opportunities to create and design varied classroom assessments that help teachers align their teaching goals with student learning goals. With a focus on NJ Student Learning Standards across the curriculum content areas and grade levels, assessments will be designed for use in individual teaching practice and with a variety of diverse learners. Topics include designing assignment rubrics and effective essay prompts as well as developing evaluation criteria.

**Prerequisite(s):** CURR 510 and CURR 700.

**CURR 548 Curriculum and Instruction for Diverse Learners 3 Credits**

This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners' diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards, state adopted core curriculum content standards, professional development standards, standards and national school leadership standards.

**Prerequisite(s):** CURR 531, CURR 538.

**CURR 700 Educational Foundations for Inclusive Practices 3 Credits**

This course provides psychological and interdisciplinary perspectives on teaching and learning. Within the theme of optimal development of creative intelligence, and in concordance with important NJ and national professional standards, candidates will use these perspectives to begin their career-long processes of reflective professional development. More specifically, the course develops knowledge, skills, and dispositions pertinent to (a) child and adolescent development, (b) learning theories, (c) learner diversity, (d) classroom management, (e) career readiness skills, (f) philosophical and historical perspectives on education, (g) sociocontextual and interdisciplinary influences on education, and (h) higher-order, creative and critical thinking. The emphases on student development and learner diversity entail in-depth investigation of the following subtopics: the philosophical, legal, and historical foundations of special education; the characteristics of students with disabilities and learning strengths; inclusive practices; professional partnerships for support of diverse learners; and strategies for modification of curriculum content and materials aligned to NJ Student Learning Standards, learning environments and processes.

**CURR 702 Early Literacy Development for Diverse Learners 3 Credits**

This course addresses current strategies for teaching beginning learners' vocabulary, comprehension, composition, and language study. It addresses strategies for the development of literacy for all learners ranging from the gifted and talented to those with learning disabilities or other special needs. The course develops proficiency with the management of literacy instruction for content areas in general education in preschool and primary grades and planning aligns with NJ Student Learning Standards. It provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on literacy instruction in inclusive classrooms.

**Prerequisite(s):** CURR 700 with a minimum grade of C+.

**CURR 703 Inclusive Literacy Practices Across Content Areas 3 Credits**

This course addresses varied literacy strategies for teaching diverse adolescents across content areas in secondary schools. Professional educators use a variety of instructional methods, curriculum unit/lesson planning, and assessment strategies to help diverse students actively construct their own learning as well as critically access and assess new information. Through in-class workshops and discussions, reading, group and individual work, the course uses various methods, models, and strategies for integrating literacy for diverse adolescent learners across settings and subject matters aligned with NJ Student Learning Standards. The course also provides candidates with the pedagogical literacy proficiency necessary for the development of their students' career readiness skills (employability skills, employment readiness through enhanced literacy capacities). Field experiences include observation and interaction in classes focusing on various literacy strategies in inclusive classrooms.

**Prerequisite:** CURR 700.

**CURR 722 Advanced Studies in Literacy Development and Assessment 3 Credits**

This course emphasizes evidence-based approaches to literacy instruction, including differentiated strategies for diverse learners, with particular attention to students who experience reading difficulties or are at risk for reading disabilities. The course emphasizes the importance of culturally responsive pedagogy and the role of diverse literature in the literacy development process. Teacher candidates will engage with multicultural and multilingual children's literature, exploring its potential to foster inclusivity and enhance literacy and language learning for all students. The course also explores formative and summative assessment techniques for evaluating literacy skills and using assessment to inform instruction. Through case studies, research reviews, and field observations, beginning teachers will develop skills to design and implement effective literacy instruction and assessment practices in early childhood and elementary classrooms.

**Prerequisite(s):** CURR 700 with a minimum grade of C+.

**CURR 704 Inclusive Methods for Teaching English Language and Theater Arts 3 Credits**

This course provides experience with various methods of teaching and learning integrated English language and theater arts and with diverse adolescent students. Teacher candidates explore methods, classroom management, and strategies for teaching and learning through reading/literature, language development, writing/composing processes, representing and performing, speaking, listening, and viewing/creating media. Candidates design curriculum and assessments using NJ Student Learning Standards for Language Arts Literacy and Theatre and Visual Arts curriculum standards. Aligned with NCTE's Guidelines for the Preparation of Teachers of English Language Arts, the course uses collegial collaboration during the review of student work, co-planning curriculum and assessment in the development of employability skills such as collaborative planning, teaching, and assessment review. A field-based middle school partnership embedded in the course allows candidates to work with a range of diverse students and explore implications for teaching, learning, and providing access to the general curriculum for all students.

**Prerequisite(s):** CURR 720 with a minimum grade of C+ and maintain a 3.0 grade point average.

**CURR 705 Inclusive Methods for Teaching Social Studies 3 Credits**

This course addresses the practical and theoretical aspects of teaching social studies to diverse adolescents in secondary schools. Using the NJ Student Learning Standards in Social Studies, candidates will prepare and design curriculum and assessment for students in various learning environments and with diverse learning needs. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying social studies curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires that candidates provide instructional support for diverse learners.

**Prerequisite(s):** CURR 720 with a minimum grade of C+ and maintain a 3.0 grade point average.

**CURR 706 Inclusive Methods for Teaching Science 3 Credits**

Classroom interaction analysis systems are used in the study of the instructional processes that support inquiry-based science learning. Candidates develop their own repertoires of teaching strategies, classroom management strategies, and awareness of career requirements in STEM fields. Emphases are on the investigation and interpretation of recent curriculum developments in NGSS and NJ Student Learning Standards in Science as well as the use of lab-based processes in science learning. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying science curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires that candidates provide instructional support for diverse learners.

**Prerequisite(s):** CURR 720 with a minimum grade of C+ and maintain a 3.0 grade point average.

**CURR 707 Inclusive Methods for Teaching Mathematics 3 Credits**

This course critically analyzes the aims of teaching mathematics in secondary schools. Research pertaining to mathematics teaching and learning is analyzed. Demonstration lessons including reflective teaching and individual and group processing are created and carried out to clarify teaching, mathematics curriculum planning using NJ Student Learning Standards in Mathematics, the organization of materials and subject matter, assessment processes classroom management strategies, and awareness of career requirements in STEM fields. The course also examines the characteristics of secondary students with disabilities as well as strategies for modifying mathematics curriculum planning, learning environments, and instructional materials to address diverse learning needs. The clinical, field-based component of the course requires candidates provide instructional support for diverse learners.

**Prerequisite(s):** CURR 720 with a minimum grade of C+ and maintain a 3.0 grade point average.

**CURR 708 Inclusive Methods for Teaching Business 3 Credits**

Emphasis is placed on the enhancement of teaching inclusive business education. Special attention is devoted to the new technology and its use in business education. Current instructional materials are presented and utilized. Master practicing business education teachers will augment the instructor's presentations.

**CURR 710 Math Methods for the Inclusive Elementary Classroom 3 Credits**

This course introduces teacher candidates to effective mathematics instruction based on learning trajectories of diverse learners in preschool and elementary classrooms. The course will guide candidates as they consider how to create inclusive, equitable, supportive yet challenging mathematics learning environments for their students. In alignment with the NJ Student Learning Standards and NAEYC and NCTM professional standards, emphasis is placed on planning and implementing an inquiry-based approach with hands-on experiences, use of technology, and traditional and non-traditional assessment strategies. The course provides candidates with the pedagogical proficiency necessary to foster mathematical understanding, engagement, and enjoyment. Field experiences consist of classroom observations with instructional analysis and assessment of children's mathematical thinking.

**Prerequisite(s):** CURR 702 with a minimum grade of C+.

**CURR 719 Math Applications and Connections in the Elementary Classroom 3 Credits**

This course explores innovative strategies for integrating mathematics into various content areas within preschool and elementary classrooms. This course emphasizes the importance of making math engaging, relevant, and accessible for preschool and elementary students. Teacher candidates will explore a variety of interdisciplinary approaches that connect math with art, science, language arts, social studies, STEM, music, technology, and everyday life skills. Through a blend of theoretical knowledge and practical application, candidates will learn to design and implement lessons that foster a positive attitude towards math and enhance students' critical thinking and problem-solving abilities across the elementary curriculum.

**Prerequisite(s):** CURR 702 with a minimum grade of C+.

**CURR 712 Inclusive Methods for Teaching Music 3 Credits**

This course provides experience with various methods of teaching and learning music K-12. Course readings and field observations focus on inclusive teaching practices in music and explore implications for teaching, learning, and providing access to the general curriculum for all students across diverse settings. Candidates also design curriculum and assessments using NJ Student Learning Standards for Music/Visual and Performing Arts.

**Prerequisite(s):** CURR 700 with a minimum grade of D and CURR 703 with a minimum grade of D and CURR 720 with a minimum grade of D.

**CURR 715 Inclusive Elementary Science, Arts, & Social Studies Teaching 3 Credits**

This course provides aspiring elementary school teachers with a variety of developmentally appropriate options for designing, implementing, and evaluating curriculum and instruction in science, social studies, and the arts. Using NJ Student Learning Standards, emphasis is placed on inclusive practices and differentiation of instruction (e.g., modifying curriculum planning, learning environments, and instructional materials, content, processes, and products), curriculum integration, thematic unit and lesson planning, various teaching strategies, hands-on learning experiences, inquiry learning, career readiness skills, higher-order thinking, reflective practice, and various assessment strategies. Other facets of teaching also are addressed or reviewed in the course. These include the characteristics and needs of students with disabilities motivation, classroom management, and becoming a team member of a school faculty. Candidates also refine their pedagogical knowledge and skills by participating in the modification of instruction to meet the needs of diverse learners in nearby school settings.

**Prerequisite(s):** CURR 702.

**CURR 720 Inclusive Curriculum Design & Instruction 3 Credits**

This course offers an overview of curriculum designs and their relation to teaching, learning, assessment, and providing curriculum access for all students. The course assumes that professional educators use a variety of instructional methods, curriculum unit/lesson planning and assessment strategies to help a variety of diverse students, especially adolescents, actively construct their own learning and enjoy access to the general curriculum. Using NJ Student Learning Standards, candidates acquire skills in instructional planning, classroom management, and the development of career readiness skills along with required field-based observations and experiences.

**Prerequisite(s):** CURR 700 with a minimum grade of D and CURR 703 with a minimum grade of D.

**ECED 550 Language, Literacy, and Learning Across Domains in Early Childhood 3 Credits**

This course focuses on development of language, the building of foundational literacy skills and the acquisition of knowledge during the early childhood years. The course also provides opportunities for teacher candidates to deepen their understanding of child development and growth. Teacher candidates will have the opportunity to consider how various experiences and interactions influence learning during these vital years and the importance of creating an environment that fosters and nurtures diverse and equitable opportunities for children. The role of play in learning and the influence of social interaction with caring adults and peers will be discussed. Teacher candidates will learn how to make curricular and teaching decisions based on knowledge of child development, subject-specific content, curriculum content standards, and home and community cultures. The course examines the role of language and literacy across the disciplines in early childhood. Developmental milestones in language acquisition and literacy development will be discussed and tools for screening young learners in these areas will be introduced. Teacher candidates will gain an appreciation for the professional responsibility of early childhood educators, particularly with regard to understanding children's homes and communities, fostering learning across developmental domains, tracking progress, and intervening and/or seeking the support of specialists as warranted. Required: 6 hours per week field placement in an early childhood classroom.

**ECED 532 Families, Community, and Diversity in Early Childhood Education 3 Credits**

This course addresses the role of parents of young children within the context of school, home and society, as well as the influence of culture, traditions and current issues in early childhood education. Students will explore the efficacy of parenting techniques and behaviors on child development in the early years, including cognitive growth, emotional and social well-being and physical health. Students will investigate strategies for fostering home-school partnerships that enhance child development and educational success, as well as the influence of community, culture and socio-economic status on families and schools throughout our world. In addition, this course addresses current issues and challenges in the early childhood profession including inclusion of children with special needs, advocacy for quality care and education for all young children, and any other subject that might arise - either from the lives of children and families, teachers' professional development, or community agencies. A cumulative GPA of 2.75 is required.

**Prerequisite(s):** EDU 106 and EDU 206.

**EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits**

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

**EDUC 521 Teaching a Second Language 3 Credits**

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification.

**EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits**

An examination of the historical, legal and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study.

**LITR 508 Literacy and the Bilingual/Bicultural Child 3 Credits**

Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.

**CURR 772 Clinical Experience in Teaching Seminar 3 Credits**

The Clinical Experience in Teaching Seminar is available only to candidates completing teacher certification through the Alternate Route program and who currently work full-time teaching. Candidates may apply to the program for the Clinical Experience in Teaching Seminar by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once approved, candidates continue teaching within the appropriate certification area and to attend and participate in an on-campus seminar.

**Prerequisite(s):** CURR 510, CURR 700, CURR 541 and Permission of Program Director.