

ELEMENTARY EDUCATION B.A. AND SPECIAL EDUCATION M.A. 4+1

Program Overview

This program allows students to pursue an undergraduate degree and initial certification in early childhood, elementary and secondary education in four years and a Master of Arts in Special Education with TOSD certification in an additional 5th year of full time study. Students can select the 4+1 option at the time of application to the university or any time during the first three years of undergraduate study. By the end of senior year, those in the 4+1 program must have completed all requirements for initial certification (including subject matter Praxis exams and student teaching) and will have a 3.0 GPA. Those students will continue in the program and will begin the graduate year of study.

Degree Offered

- B.A. in Elementary Education
- M.A. in Special Education (fifth year program, 4+1)

Contact

Susan Dougherty, Ed.D.

Associate Professor and Chairperson
Department of Teacher Education
Bierenbaum Fisher Hall 102D
609-896-5162
sdougherty@rider.edu

Program Website: Elementary Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education/>)

Associated Department: Department of Teacher Education (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/undergraduate-teacher-education/>)

Accreditation Information

Council for the Accreditation of Education Preparation (CAEP) (<http://caepnet.org/>)

Related Programs

- Secondary Education (<http://catalog.rider.edu/undergraduate/colleges-schools/education/majors-minors-certificates/secondary-education-ba/>)

Elementary or Secondary Education B.A. and Special Education M.A. 4+1 Program Requirements

(150 Credits)

See the appropriate bachelor's degree program (elementary education: multidisciplinary studies, elementary education: STEM studies, elementary education with a second major in the College of Arts & Sciences, or secondary education with a second major in history, a science, math, English, or Spanish) for the undergraduate course

requirements. See the program requirements below for the master's degree in special education (with TOSD certification).

Code	Title	Credits
Complete all of the following:		
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	3
SPED 512	Psychology of Exceptionality	3
SPED 514	Applied Behavior Analysis for Students with Autism Spectrum Disorder and other Behavior Needs	3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	3
SPED 531	Assessment and Evaluation of Students with Diverse Learning Needs	3
SPED 536	Instruction and Transition for Autism and Severe Disabilities	3
SPED 539	Instructional Practices for Students with Disabilities	3
SPED 542	Literacy and Students With Special Needs	3
SPED 555	Introduction to Research in Special Education	3
SPED 590	Professional Seminar in Special Education	3
Total Credits		30

Courses and Descriptions

CMP 120 Seminar in Writing and Rhetoric 3 Credits

Students will increase their competence in the critical reading of challenging college-level texts that engage significant ideas and in writing effective essays that advance a clear and meaningful thesis while demonstrating understanding of those texts. This course counts towards the fulfillment of the Essential Competencies element of the CAS general education curriculum.

MTH 105 Algebra and Trigonometry 4 Credits

The course is an in depth and rigorous study of functions and graphs, equations and inequalities, polynomial and rational functions, exponential, and logarithmic functions, basic trigonometric functions and their inverses, trigonometric identities.

Prerequisite(s): A mathematics SAT score of 570, departmental placement or MTH 100 with a grade of C or higher.

EDU 101 First Year and Transfer Education Seminar 1 Credits

First year/transfer seminar provides an engaging orientation to the undergraduate teacher education program at Rider University. During this course, students new to the Department of Teacher Education will explore their beliefs about teaching, learning and school. This focus will be broken into four areas of inquiry that include: (a) What knowledge is of "greatest worth" for educators? (b) What is the purpose of a policy and who gets to make the decisions? (c) What is a "safe" school? (d) What role do unions and professional communities play in the lives of educators and children?.