EDU 106 Contexts Of Schooling 3 Credits
Students in this field-based course will begin to examine aims, practices, and contemporary issues of schooling in their historical, sociological, philosophical, and futuristic contexts and from the perspectives of various multicultural constituencies—students, parents, local community, wider economic community, government, and the profession. In doing so, they will begin to develop professional skills of observation, reflection, analysis, and argument. This course must be taken concurrently with Developmental Educational Psychology. A cumulative GPA of 2.75 is required. All Elementary Education students must have taken the Praxis II Elementary Education: Multiple Subjects Test (test code 5031, described below). Elementary Education students do not need to have passed the test but only to have taken the tests to register for EDU 106 and EDU 206. There is no Praxis requirement for Secondary Education students registering for EDU 106 and EDU 206.

EDU 206 Developmental Education Psychology 3 Credits
This field-based course focuses on: a) the cognitive, personality, social, creative, and moral development of children and adolescents; b) influential theories, concepts, and research findings of educational psychology; and c) the translation of psychological theory into classroom practices. This course must be taken concurrently with EDU 102: Contexts of Schooling. A cumulative GPA of 2.75 is required.

EDU 320 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. A cumulative GPA of 2.75 is required. NOTE: This course is cross-listed as FLE 320. Students cannot get credit for both FLE 320 and EDU 320.

EDU 358 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.

EDU 420 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. A cumulative GPA of 2.75 is required.

Prerequisite(s): EDU 106 and EDU 206. Students cannot get credit for both FLE 420 and EDU 420.

EDU 451 Special Topics in Education 1-6 Credits
Student teachers, graduate interns, Rider faculty, cooperating teachers, and building-level administrators will engage in collaborative study of a topic through reading, writing, discussion, observation, and reflection on their work in classrooms. Work in these seminars will help student teachers synthesize knowledge from their professional courses and all participants extend their understanding of a particular topic pertaining to teaching. Teacher research methods will be employed as participants analyze their own teaching through perspectives of the seminar topic. Topics will vary each semester. This course is dual-listed for undergraduate and graduate credit. Enrollment is limited to students concurrently enrolled in student teaching and to cooperating teachers and principals working with them.

EDU 460 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. A cumulative GPA of 2.75 is required.

EDU 465 Student Teaching and Seminar 12 Credits
A full-time program for seniors providing practical teaching experience in an accredited elementary or secondary school. Under the direct supervision of the cooperating teacher, student teachers are responsible for the planning of lessons and for teaching in their areas of specialization and for developing a high level of teaching competency. Supervisors from Rider observe the student teachers at work, confer with the cooperating teachers and student teachers, and evaluate the growth of the student teachers throughout the internship period. Special topics are considered in seminars held in conjunction with student teaching. These topics include school health and substance abuse, school law, teacher certification and placement, classroom management, mainstreaming, professionalism, and other topics deemed appropriate by the faculty and student teachers.

Prerequisite(s): 1. Satisfactory completion of junior-level professional courses; 2. Cumulative GPA of at least 3.0 prior to commencing the semester in which student teaching is to be completed; 3. All professional education courses, with the exception of those taken concurrently with student teaching, must be completed with a grade of “C+” or better; 4. A candidate for student teaching must be approved by the education division and the coordinator of student teaching. There is an additional fee for Student Teaching.