

EDUCATION-UG (EDU)

Courses and Descriptions

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?.

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 EDU 206. A cumulative GPA of 2.75 is required.

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 106. A cumulative GPA of 2.75 is required.

EDU 310 Introduction to STEM Education 3 Credits

STEM (Science, Technology, Engineering, and Math) in an educational context refers to teaching and learning that integrates science, technology, engineering, and mathematics. This course aims to provide experience with teaching approaches that promote a more holistic and interdisciplinary understanding of STEM, encouraging preservice teachers to explore real-world problems and develop critical thinking and problem-solving skills. Additionally, it aims to introduce pre-service teachers to some of the best practices of STEM teaching and provide opportunities to practice these approaches.

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 with 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. *NOTE: This course is cross-listed as FLE 420. Students cannot get credit for both FLE 420 and EDU 420.

Prerequisite(s): EDU 106 with a minimum grade of C+ or EDU 106 with a minimum grade of TR and EDU 206 with a minimum grade of C+ or EDU 206 with a minimum grade of TR.

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.

EDU 477 International Student Teaching 3 Credits

This course provides an immersion opportunity for student teachers to learn about the different cultures and the education system of other countries while living and teaching abroad. Students will explore topics such as global awareness, international curriculum, global educational issues, and pedagogy to support diverse student needs. Through seminar discussion, research, observation, reflection and practical experience, students will develop and share their understanding of diversity in an international setting to increase global awareness, inclusive practice, and professional skills to develop a culturally responsive classroom. A fee is required for this course.

Prerequisites: 3.25 GPA, letter of recommendation, successful completion of required PRAXIS exams, interview, essay, and successful completion of local student teaching. POI required.