ED 140. Introduction to Public Education and the Teaching Profession. 1 Credit.
This course is open to all freshmen and sophomores who are interested in public education in the United States. The course is required for students who plan to enroll in the five-year dual-degree MAT program, as it provides basic knowledge of public education and the teaching profession including current functions, trends and future expectations. The course also addresses issues related to the teaching profession including licensure, interstate certification, dual and cross-endorsements and teacher and pupil demographics across the U.S. Finally, the course provides opportunities for applicants to practice and refine writing skills essential for success in the dual-degree MAT program. Course is graded pass/fail.
Offered: Every year, Fall and Spring

ED 220. Introduction to Education Studies. 3 Credits.
This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Only IDS majors may register for this course. Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.
Prerequisites: Take ED 140.
Offered: Every year, Fall and Spring

ED 250. Diversity, Dispositions and Multiculturalism. 3 Credits.
This course examines the social, economic and political organization of public education in the United States, with a particular emphasis on the implications for historically marginalized populations. This course is required for all dual-degree MAT students. The course explores diversity and multiculturalism on the individual as well as institutional level, with a focus on concepts such as privilege, discrimination, racism and social transformation.
Prerequisites: Take EN 101 or EN 103H.
Offered: Every year, Fall and Spring
UC: Social Sciences, Intercultural Understand

ED 251. Global Engagement in Education. 3 Credits.
This course provides a faculty-led opportunity for students to spend their spring break studying education in Guatemala. The course meets throughout the spring semester in preparation for the trip and post-spring break to reflect and learn from the experience. Topics include the history and culture of the country to be visited, intercultural complexity and cultural humility, frameworks of global engagement, peer-to-peer learning with local educators and the exploration of global educational models. All students must apply for this course in the fall semester through the Office of Global Engagement prior to registration. Enrollment is limited.
Prerequisites: Take ED 140.
Offered: Every year, Spring

ED 260. Social and Philosophical Foundations of Education. 3 Credits.
This course introduces students to the social and philosophical principles that underlie the education system in the United States. This course is required for all Dual-Degree MAT students. Education is defined in the broad sense to refer to not only what happens in schools and universities, but also in the family, when people interact with media, with their social groups and so forth. The course examines a wide range of philosophical questions related to education and schooling in the U.S., including: What is the purpose of schooling? What does it mean to be educated? And what role should educational institutions play in our lives? Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.
Prerequisites: Take EN 101 or EN 103H.
Offered: Every year, Fall and Spring
UC: Humanities

ED 341. Learning and Teaching the Developing Child. 3 Credits.
This course provides an introduction to the basic concepts of cognitive, social and emotional development of school-age children (ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. Enrollment in the dual-degree MAT program is required.
Prerequisites: Take ED 140 ED 250 and ED 260 or ED 220.
Corequisites: Take ED 341L.
Offered: Every year, Fall

ED 341L. Learning and Teaching: Pedagogy Field Lab I. 1 Credit.
The Pedagogy Field Lab is taken in conjunction with ED 341. Teacher candidates complete a minimum of 20 hours of classroom observation and fieldwork that coincides with topics studied in ED 341. Weekly field hours, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.
Corequisites: Take ED 341.
Offered: Every year, Fall

ED 342. Advanced Learning and Teaching. 3 Credits.
This course focuses on advanced concepts and skills related to teaching and learning. Topics include elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.
Prerequisites: Take ED 341 ED 341L.
Corequisites: Take ED 342L.
Offered: Every year, Spring

ED 342L. Advanced Learning and Teaching: Assessment Field Lab II. 1 Credit.
The Assessment Field Lab is taken in conjunction with ED 342. It provides practical applications of advanced concepts. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 342. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.
Prerequisites: Take ED 341 ED 341L.
Corequisites: Take ED 342.
Offered: Every year, Spring
ED 343. Advanced Learning and Teaching in Secondary Classrooms. 3 Credits.
This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.
Prerequisites: Take ED 341 ED 341L.
Corequisites: Take ED 343L.
Offered: Every year, Spring
ED 343L. Advanced Learning and Teaching: Secondary Assessment Field Lab II. 1 Credit.
The assessment field lab is taken in conjunction with ED 343. It provides practical applications of advanced concepts for secondary educators. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 343. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.
Prerequisites: Take ED 341.
Corequisites: Take ED 343.
Offered: Every year, Spring
ED 380. Research Methods in Education Studies. 3 Credits.
This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education. This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.
Prerequisites: Take IDS 200 and; ED 220 or ED 260.
Offered: Every year, Fall
ED 409. Reading and Writing Across the Curriculum. 3 Credits.
This course develops the secondary teacher’s understanding of reading and writing as essential skills across the disciplines. Students explore literacy strategies that enhance the comprehension and interpretation of the various disciplines. The focus is on how to integrate literacy skills into content-based curricular instruction.
Prerequisites: Take ED 343.
Corequisites: Take ED 409L.
Offered: Every year, Spring
ED 409L. English Language Arts Field Lab III. 1 Credit.
This language arts lab is taken in conjunction with ED 409. It provides opportunities to observe and apply literacy skills to various disciplinary areas. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 409, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.
Prerequisites: Take ED 343.
Corequisites: Take ED 409.
Offered: Every year, Spring
ED 436. Teaching Literacy in the Primary Grades. 3 Credits.
This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.
Prerequisites: Take ED 342.
Offered: Every year, Spring
ED 452L. Inclusive Classroom Secondary Field Lab IV. 1 Credit.
This inclusive classroom field lab is taken in conjunction with SPED 552. It provides opportunities to observe and apply the pedagogy of an inclusive classroom through the secondary candidates’ fieldwork. Candidates are required to complete a minimum of 20 hours of fieldwork that coincides with the topics and understandings presented in SPED 552. For dual-degree secondary candidates only.
Corequisites: Take SPED 552.
Offered: Every year, Spring
ED 458. Teaching Science in the Primary Grades. 3 Credits.
This course focuses on the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education.
Prerequisites: Take ED 342.
Corequisites: Take ED 468L.
Offered: Every year, Fall
ED 462. Facilitating the Arts in the Elementary Classroom. 3 Credits.
This course focuses on incorporating the arts into the elementary classroom, and the integration of the arts into other content areas. Teacher candidates explore a variety of media, materials and activities to promote an understanding of the relationship of the arts to teaching and learning.
Prerequisites: Take ED 341.
Offered: Every year, Spring
ED 464. Teaching Social Studies in the Primary Grades. 2 Credits.
This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society.
Prerequisites: Take ED 342.
Offered: Every year, Fall
ED 464L. English Language Arts Integration Field Lab IV. 1 Credit.
This language arts field lab is taken in conjunction with ED 466 and ED 436. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.
Prerequisites: Take ED 342.
Offered: Every year, Spring
ED 466. Teaching Social Studies in the Primary Grades. 2 Credits.
This course focuses on the methods and materials of teaching elementary-level social studies. The course covers social studies concepts, social studies inquiry, active research methods and a deep understanding of the influence of the Next Generation Social Studies Standards on contemporary social studies education.
Prerequisites: Take ED 342.
Corequisites: Take ED 468L.
Offered: Every year, Fall
ED 468. Teaching Mathematics in the Primary Grades. 3 Credits.
This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.
Prerequisites: Take ED 342.
Corequisites: Take ED 468L.
Offered: Every year, Spring

ED 468L. Primary Math and Science STEM Field Lab III. 1 Credit.
This STEM field lab is taken in conjunction with ED 468 and ED 458. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 468/ED 458.
Prerequisites: Take ED 342.
Corequisites: Take ED 468 ED 458.
Offered: Every year, Fall

ED 477. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.
This course is designed to introduce the pre-service teacher candidate to knowledge and skills needed to provide effective instruction to English language learners in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching and assessment, history and legislation related to English as a Second Language and bilingual education in the U.S., and second language acquisition.
Prerequisites: Take ED 343.
Offered: Every year, Fall

ED 499. Independent Study. 1-6 Credits.
Offered: As needed