

# EDUCATION (ED)

## **ED 110. Inquiry in the Social Sciences. 3 Credits.**

Engaging in a systematic investigation requires a set of widely applicable and transferrable skills, regardless of the subject or content matter. Through years 1 and 2 in the Quinnipiac University Advancing Diversity in Science (QUADS) program, students will be engaged in the authentic identification of a community-based phenomenon or community-based problem, that they would like to critically examine, and ultimately address. Through this process, and with the support of Mentors (university-students), Facilitators (high-school teacher) and Faculty (university), students will develop and hone their inquiry skills to formulate questions, gather and interpret evidence, and reach well-considered conclusions. In year one, which occurs over a minimum of 30 weeks (4 hours per month in-class) and includes a 35-hour in-class summer experience week, students will unpack the community as a system, identifying their own role(s) in the community, as they identify the problem in their community they plan to address. Year one culminates in a presentation of their identified problem at the summer experience week. In year two, which occurs over a minimum of 30 weeks (4 hours per month in-class) and includes a 28-hour in-class summer experience week, students will engage, with the support of Mentors, Facilitators, and Faculty, in an inquiry/design cycle to make sense of the community phenomenon and/or develop a solution for the identified community problem. Year two culminates in a presentation of the research and findings from the inquiry/design cycle at the summer experience week. The work of years 1 and 2 will directly support, and prepare, students for Course II: Activism in the Social Sciences. Prerequisites: Participation in the QUADS program. Students will have 60 hours of in-class time in year 1 and 60 hours of in-class time during year 2 (120 hours total).

**Prerequisites:** None

**Offered:** As needed, Spring

## **ED 111. Activism in the Social Science. 3 Credits.**

Enacting change in one's community requires the development, understanding, and application of skills based in critical-thinking, problem-solving, diverse sense-making, collaboration, communication, multi-generational learning, cultural pedagogies, equity, and social justice. Through year 3 in the Quinnipiac University Advancing Diversity in Science (QUADS) program, students will be engaged in developing and testing/applying solutions to the community-based phenomenon or community-based problem they identified and critically examined in years one and two. Through this process, and with the support of Mentors (university-students), Facilitators (high-school teacher) and Faculty (university), students will use their voice to enact their plan for change in their community, leveraging their inquiry skills and developing increased agency. In year three, which will occur over a minimum of 30 weeks (4 hours per month in-class work) and includes 60-hours combined across out-of-class work and community events, and a 30-hour in-class summer experience week, students will plan, design, enact, reflect on, and refine their plan for action, which will be based on the problem they identified in year one and the inquiry/design cycle in which they engaged in year two. Through this process, students will not only engage deeply with members of the QUADS community, but also with community members from their district, city, or state, as they put their plan for change into action in a real-world context. Year 3 culminates in a presentation of the project, completed across all years. Prerequisites: Participation in the QUADS program. Students will have 60 hours of in-class time and 60 hours of combined out-of-class work/community events during year 3 (120 hours total).

**Prerequisites:** None

**Offered:** As needed, Fall

## **ED 140. Introduction to Public Education and the Teaching Profession. 1 Credit.**

This course is open to all first-year students 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.

**Prerequisites:** None

**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, 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 252. Anti-Racism and Anti-Bias Through The Lens of Empathy: Broadening Perspective Through Literature for Children and Young Adults. 3 Credits.**

Participants in this course will study literature written for children and young adults through the lens of empathy using the Teaching Tolerance Social Justice Standards as a framework for considering identity, diversity, justice, and action. The course will begin with introspective work around our own identities because who we are impacts how we engage with texts. We will study books with a critical lens and analyze perspective and bias to contextualize the experiences of others in the hopes that we will become more empathetic.

**Prerequisites:** Take EN 101;

**Offered:** As needed, Fall

**UC:** Humanities

**ED 253. Higher Education in Prison: Teaching and Learning in the Carceral Setting. 3 Credits.**

This course will provide an introduction to the growing field of higher education in prison. The authors, researchers, and practitioners explored have contributed tremendously to a field that reaches back to 1877 but have only recently received mainstream attention. With the help of reflective writing, literary analysis, and guest lectures from field thought leaders across the country and globe, this course is offered to help further cultivate a solid understanding of the work being done, both domestically and internationally.

**Prerequisites:** Take EN 101 or ED 140;

**Offered:** As needed, Fall

**UC:** Social Sciences

**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 350. Quads Mentor Seminar.****1 Credit.**

This course is for students who are QUADS Mentors (Quinnipiac University Advancing Diversity in Science) to support them in developing the mindsets and skills needed to engage in the challenging, intrapersonal work associated with addressing implicit bias, racism, and social justice. This seminar will provide shared space for growth, reflection, and problem solving as QU students simultaneously engage in facilitating a caring and student-centered learning experience at local high schools. Through the seminar, we will explore and apply equity-based science pedagogical principles (community-based phenomenon, multi-generational learning, cultural pedagogies, diverse sense-making, and place-based science education (PBSE)). Mentors will facilitate the design of meaningful after-school opportunities for local high school students to enhance and contextualize their college readiness and learn science while moving towards social justice, culminating in week-long summer experience on QU campus, with added support from high school science teachers and QU faculty.

**Prerequisites:** None**Offered:** As needed, All Online**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**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**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.**Corequisites:** Take ED 436L**Offered:** Every year, Spring**ED 436L. 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 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.

**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 466. 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, Spring

**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.**

**Prerequisites:** None

**Offered:** As needed