

**ED 544 Developing Literacy in the Primary Grades (3 hrs.)**

This course is designed to provide pre-service teachers for Grades 1–3 with the knowledge of diagnosis, assessment and instructional strategies for the development of early literacy. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers. Spring

**ED 545 Elementary Internship & Seminar II (2 hrs.)**

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 547 Philosophy of Teaching, the course allows students to explore the historical underpinnings of current day practice and how philosophical assumptions and beliefs shape current practice. Spring

**ED 546 An Examination of Special Needs and Child Development (2 hrs.)**

This class focuses on similarities and differences in development, ability and skills of children who are exceptional, typical and atypical. The impact of cultural diversity and poverty on perceived child development and of prejudices on teachers' expectations for and judgment of students' learning are explored. Spring

**ED 547 Philosophy of Education (2 hrs.)**

The course seeks to help students become familiar both with the realities of public schooling in the state of Connecticut and with a number of foundational approaches to education. The study of these foundational approaches is intended to help students understand that theory and practice are closely connected and that the former has a profound impact on how teachers actually conduct their classrooms. In order to prepare students to meet Connecticut's Common Core of Teaching, students visit schools, observe and analyze lessons, view curriculum materials, design lessons and simulate teaching experiences. Spring

**ED 550 Issues and Research in Education (3 hrs.)**

This course guides students' reflection on all that they have learned in their program of study from a social, philosophic and research perspective. Issues are particularly scrutinized in relation to research supporting current positions and practices. Students learn to read research critically to support their professional philosophies and practices. At the heart of the course is rational support for our beliefs and practices in education. Fall and Summer

**ED 552 Teaching in the Inclusive Classroom (4 hrs.)**

Treatment of exceptional individuals throughout history and the importance of the values of societies regarding differences form the basis for students' understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws,



guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities into their elementary classrooms. Fall

**ED 554 Internship & Seminar I (1 hr.)**

Students in the 5-year M.A.T. program for elementary certification receive credit for internship duties performed in the public school, as well as for participation in the internship seminar that accompanies the internship experience. Fall

**ED 555 Internship & Seminar II (1 hr.)**

This course supports students in the Five-Year Program in the second semester of their internship with a bi-weekly seminar and regular observations. Discussion and comparison of school experiences are shared in the seminar. Spring

**FOR MORE INFORMATION**

Contact the Office of Graduate Admissions  
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**MASTER OF ARTS IN TEACHING COURSE DESCRIPTIONS**

**FIVE SEMESTER CERTIFICATION PROGRAM**

**ED 500 Internship I (1 hr.)**

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 508 Classroom Environment, this course allows students to begin to acquire strategies for maintaining classroom environments that are conducive to learning. Fall

**ED 501 II (1 hr.)**

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in the school setting. Spring

**ED 502 Methods II: Teaching Biology (3 hrs.)**

This course is designed to prepare students to teach biology on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are discussed. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of science are a focus of instruction. Fall

**ED 503 Methods II: Teaching Chemistry (3 hrs.)**

This course is designed to prepare students to teach chemistry on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are discussed. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of science are a focus of instruction. Fall

**ED 504 Methods II: Teaching English (3 hrs.)**

This course explores pedagogical theories and their practical application to the teaching of English language arts on the secondary level. The course prepares the student to use a variety of strategies in the classroom instruction of reading, writing and the critical examination of literature. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of English are a focus of instruction. Fall

**ED 505 Methods II: Teaching History/Social Studies (3 hrs.)**

This course provides the student with a theoretical and practical foundation for the teaching of history/social studies. It examines the issues, practices and materials involved with the study of the discipline. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of history/social studies are a focus of instruction. Fall

**ED 506 Methods II: Teaching Mathematics (3 hrs.)**

This course is designed to prepare students to teach mathematics on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are discussed. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of mathematics are a focus of instruction. Fall

**ED 507 Methods II: Teaching a World Language (3 hrs.)**

This course examines the current philosophies, objectives and methods of teaching a world language. Students examine theories of second language acquisition and develop instructional units and lesson plans across the broad range of world language curriculum. The Connecticut Common Core of Teaching as well as national and state standards for the teaching of a world language are a focus of instruction. Fall



**ED 508 Classroom Environment (3 hrs.)**

This course is designed to explore how to create a classroom environment that is conducive to learning for all students. The spectrum of theories of classroom discipline are explored with special emphasis on the theory of discipline with dignity. Fall and Summer

**ED 509 Reading and Writing Across the Curriculum (3 hrs.)**

This course presents an overview of whole-language development in the middle and secondary grades with an emphasis on reading and writing across the curriculum. Students explore practical applications of current theories of integrated learning, i.e. the reading-writing-thinking connection. Fall

**ED 510 Adolescent Development (3 hrs.)**

The major theories of human development are studied in order to provide an understanding of the normative and exceptional development patterns of adolescents and pre-adolescents. The social, emotional, cognitive and physical changes of adolescence are addressed from the perspective of their implications for education. Spring

**ED 521 Social and Philosophical Foundations of Education (3 hrs.)**

This course is an inquiry into the institutional structures, social values and philosophical foundations of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Fall

**ED 524 Methods I (3 hrs.)**

This course is designed to introduce students to theories and practices that have cross-discipline applications. Among the topics explored are constructivist teaching, interdisciplinary teaching, authentic assessment, Gardner's multiple intelligence theory, and Goleman's emotional intelligence theory. Permission of the program director is required. Summer

**ED 525 Diversity in the Classroom (3 hrs.)**

This course is designed to help students understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Spring

**ED 532 Child Development and Psychological Theories****for the Elementary Classroom (4 hrs.)**

This course explores major theories of child development and learning related to elementary education. Students examine the developing child through the elementary school years, emphasizing the interaction between cognitive, social, emotional and physical development. Special consideration: the brain-mind connection and children as constructors of knowledge. Fall

**ED 534 Learning and Teaching in the Elementary Classroom (3 hrs.)**

This course focuses on educational practice related to child development and learning theories within a constructivist philosophy. Topics addressed include: unit and lesson development, authentic assessment strategies, integrated curricula, and infusion of multicultural issues into elementary instruction. Spring

**ED 535 Elementary Internship & Seminar I (1 hr.)**

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525 Diversity in the Classroom, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in actual practice through their observations, reflections and participation in school settings. Fall

**ED 542 Cultivation, Design and Management of An Elementary Classroom (3 hrs.)**

This course focuses on creating elementary classroom environments that foster learning, independence and appropriate behavior for elementary children. Management strategies for teachers as well as for students are covered. Applied behavior analysis is a focus of the course. Atypical as well as typical children's behaviors are addressed. Fall

**ED 543 Clinical Practice in Reading (3 hrs.)**

This course provides teacher candidates in the elementary program with the opportunity to apply their knowledge and skills of early literacy instruction to small group or individual tutorial situations. Students are required to complete 15 hours of literacy instruction in a supervised setting. Instruction includes diagnostic assessment, preparation and implementation of lessons based on initial and ongoing assessment, case study preparation and final assessment reporting. Weekly seminar discussions focus on the analysis of the pedagogy provided in the clinical settings. Summer

**ED 556 Teaching Literacy in Grades 4-6 (3 hrs.)**

This course is designed to provide pre-service teachers for Grades 3–6 with the knowledge of diagnosis, assessment and instructional strategies for the development of literacy. Emphasis is on the development of teaching strategies necessary for the success of readers and writers in Grades 3–6. Fall

**ED 558 Elementary School Science: Content and Pedagogy (2 hrs.)**

This course leads students to an understanding of science concepts and scientific inquiry at the elementary school level through active investigations with common phenomena and everyday materials. Topics covered include: inquiry-based science focused on national standards; increased knowledge of resources for science learning; and management considerations in such areas as material preparation, groupings and safety. Summer

**ED 562 Facilitating the Arts in the Elementary Classroom (2 hrs.)**

This course focuses on the development of the teacher-as-facilitator in incorporating the arts into the elementary classroom. An emphasis is placed on the relationship of the arts to teaching and learning in other content areas. Students explore a variety of media, movement, music and theatrical skills for selecting materials and activities appropriate to a child's age/stage of development. Attention also is given to the music and art of many peoples, with particular emphasis on developing a repertoire representative of different cultures and languages. Summer

**ED 564 Health Education (2 hrs.)**

This course addresses the infusion of health and fitness into the elementary education curriculum within the contexts of the diverse families and communities from which children come. Issues of child abuse, drug, nicotine and alcohol abuse are addressed as well as development through the lifespan. Fall and Summer

**ED 566 Elementary School Social Studies (2 hrs.)**

This course focuses on methods and materials for teaching social studies to young children. Fall

**ED 568 Teaching Mathematics in the Primary Grades (3 hrs.)**

This course is designed to introduce teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Students learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Students are required to apply this knowledge within their field placement in order to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades. Spring

**ED 569 Teaching Mathematics in Grades 4-6 (3 hrs.)**

This course is designed to introduce teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in grades 4-6. Students learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades 4-6. Students are required to apply this knowledge within their field placement in order to better understand the relationship of theory and practice in the instruction of mathematics in the upper elementary grades. Fall

**ED 582 Special Education (3 hrs.)**

This course focuses on the characteristics of students with exceptionalities as well as methods of meeting these students' educational needs in the general education classroom. The course is concerned with providing prospective teachers with an understanding of the growth and development of students with disabilities as well as students with particular gifts and talents. Fall

**ED 601 Student Teaching and Seminar (6 hrs.)**

This 10-week student teaching placement at the elementary, middle or secondary level allows students to demonstrate the skills, understandings and dispositions needed to assume full responsibility as a classroom teacher. The seminar is designed to assist students in the attainment of their first teaching position. Prerequisites: ED 501 or ED 545; Every year, Spring

**ED 609 Health Issues in the Classroom (2 hrs.)**

This course addresses the philosophy for, as well as laws and policies pertaining to, teaching health education in the middle and secondary schools. The topics required by Connecticut law include substance abuse prevention, conflict resolution and violence prevention, sexuality, disease prevention, and child abuse prevention. Specific teaching methods, activities and resources for teaching these topics are an integral part of this course. Spring and Summer

**ED 693 Research I/Electronic Portfolio (1 hr.)**

This course is designed to assist students with the continued development of their final research project and electronic portfolio. Students are required to meet with an adviser to share their progress on their research study, and to continue to develop their electronic portfolio. Particular emphasis is on carrying out the data collection phase of their research projects. Fall

**ED 694 Research II/Electronic Portfolio (2 hrs.)**

Methods appropriate to field-based, classroom research and critical evaluation of published research are covered in this course. Students are required to complete the planning, development and analysis of their research study. Students prepare and present to faculty and peers a scholarly document summarizing the study. Students also complete their electronic portfolio. Spring

**COURSES OFFERED AS NEEDED****ED 599 Independent Study (3 hrs.)****ENGLISH CONCENTRATION IN EDUCATION****EN 509 The Multicultural Experience in 20th-Century****American Literature (3 hrs.)**

This course entails close reading of selected literary works reflecting stories of the multicultural experience in American literature of the 20th century. These stories are fundamentally narrative: accounts of people and events during a specific time and place, dramatizing the themes of identity and cultural heritage. Emphasis is placed on understanding the differing visions of America and on analyzing major aspects of the American Dream. The diverse nature of America as reflected in these works includes the experience of: the immigrant, the African American, the Native American, and the Hispanic, among others. Every Other Year, Fall

**EN 540 Classical Literature for Prospective Teachers (3 hrs.)**

Selected texts from classical Greek and Roman literature that are often taught in high school are examined in this course. Epic poetry and classical tragedy are emphasized. Historical, literary and generic background is explored. Authors include Homer, Virgil, Aeschylus, Sophocles, Euripides and Ovid. Some attention is paid to 19th- and 20th-century British and American poems that draw heavily on classical legend or myth. Every Other Year, Spring

**EN 541 Poetry for Prospective High School Teachers (3 hrs.)**

This course, designed for students who aspire to teach in secondary schools, presents an extensive study of the techniques, forms and history of poetry in English. A wide chronological range of poems is considered to bolster students' understanding of prosody, conventional poetic forms, free verse, and the development of poetry from the Anglo-Saxon period to present. Fall

**EN 551 Advanced Studies in Writing (3 hrs.)**

This close examination of language and discourse emphasizes process writing approaches, traditional and linguistic analysis of language and structure, techniques of rhetoric and discourse, and style and evaluation of expository student writing. Spring

**EN 554 Literature for Youth and Adolescents (3 hrs.)**

Designed for prospective teachers of English (grades 7-12), this course examines young adult literature and the genre of adolescent literature. Authors may include Alice Childress, Robert Cormier, Paul Zindel, S.E. Hinton, Elizabeth Spears, and Gary Paulsen. Students become familiar with some or all of the following: (1) stages of cognitive growth in reading development, (2) print and electronic sources on the literature, (3) appropriate text selection and assessment of readability levels, (4) motivation techniques that encourage reading and appreciation of literature, (5) design of reading study guides, and (6) categories within young adult literature. Every Other Year, Fall

**EN 580 Realism and Naturalism in American Fiction (3 hrs.)**

This intensive study of realistic and naturalistic American fiction in the period from 1875-1925 is designed specifically for prospective teachers of high school English classes. Close reading of primary texts is supplemented by background readings in critical theory. Every Other Year, Fall

**COURSES OFFERED AS NEEDED****EN 500 Special Topics in Literature (3 hrs.)****EN 599 Independent Study (1 hr.)****EN 699 Independent Study (3 hrs.)**