DUAL-DEGREE BA/MAT OR BS/MAT IN ELEMENTARY EDUCATION (4+1)

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The purpose of Quinnipiac’s Dual-Degree BA/MAT or BS/MAT program is to prepare graduates with perspectives, knowledge and skills to become master educators. The School of Education recognizes that the concept of educator is three-dimensional, and that successful educators must be teachers, learners and leaders. Therefore, graduates of the Master of Arts in Teaching program are teachers who lead all students to learn, learners who continue to learn as they continue to teach, and leaders who influence the culture of their schools in ways that support best practices in teaching and learning.

The program reflects the spirit and mission of Quinnipiac University with close attention to the teaching standards for the state of Connecticut and to the standards of the Council for the Accreditation of Educator Preparation (CAEP). The three values of “excellence in education, a sensitivity to students, and a spirit of community” which are at the heart of Quinnipiac’s mission statement are woven through the program.

General Information

The dual-degree program provides the means for Quinnipiac students to earn a bachelor’s degree in an academic major and a master of arts in teaching degree leading to certification through the Connecticut State Department of Education. Consistent with the university’s mission, arts and sciences studies are integrated with professional studies to prepare graduates who have depth and breadth of content knowledge and strong pedagogical skills.

The dual-degree program is divided into a two-year preprofessional component and a three-year professional component. The two-year preprofessional program includes a required introductory course (ED 140) that acquaints prospective teacher candidates with the teaching profession. Students are encouraged to take this course during their first year but no later than the fall semester of their sophomore year. Additional courses required before the junior year include educational philosophy and diversity (ED 250 and ED 260).

Students begin their professional component in the fall semester of their junior year. Supervised fieldwork, an integral part of the professional component, includes undergraduate observation and fieldwork, a graduate internship/residency, and student teaching. Following completion of the fourth year of study, students receive a bachelor of arts or bachelor of science degree in their academic major. Students begin their graduate work immediately following graduation. Any teacher candidate enrolled in the dual-degree program who does not complete all the requirements for undergraduate completion of the bachelor’s degree as anticipated will not be allowed to enter any graduate fifth year without the written consent of the program director.

Note: Because the MAT program is subject to state review on a regular basis, prospective and current students are advised to see the School of Education for up-to-date program information.

Dual-Degree BA/MAT or BS/MAT in Elementary Education

The elementary education program is designed to prepare the teacher candidate with in-depth content knowledge across the elementary school curriculum and exemplary skills in teaching and classroom management. Students interested in elementary education may major in any discipline or have an interdisciplinary major.

Central to candidates’ professional studies are undergraduate service-based courses (ED 341L, ED 342L, ED 436L and ED 468L) in which candidates gain 80 hours of hands-on experience, and the full-year graduate internship/residency experience in partner schools.

General Requirements

The following courses meet the Connecticut State Department of Education’s general education requirements. A grade of “C” or better is required in these courses (except as noted).

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EN 101</td>
<td>Introduction to Academic Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MA 110</td>
<td>Contemporary Mathematics or MA 14 Pre-Calculus</td>
<td>3-4</td>
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<tr>
<td>Select one of the following:</td>
<td>3</td>
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<tr>
<td>HS 132</td>
<td>U.S. History Since Reconstruction</td>
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<tr>
<td>HS 210</td>
<td>Contemporary America</td>
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<tr>
<td>HS 131</td>
<td>U.S. History to 1877</td>
<td></td>
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<tr>
<td>World Language - Level 101</td>
<td>3</td>
<td></td>
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<tr>
<td>PS 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PS 236</td>
<td>Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>Fine Arts</td>
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<td>3</td>
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<tr>
<td>Science</td>
<td></td>
<td>3-4</td>
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<td>Total Credits</td>
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<td>21-22</td>
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1 Student must receive a grade of B or better in EN 101.
2 MA 140 is required if student tests out of MA 110.

Professional Component

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 140</td>
<td>Introduction to Public Education and the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>ED 250</td>
<td>Diversity, Dispositions and Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td>ED 260</td>
<td>Social and Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 341 &amp; 341L</td>
<td>Learning and Teaching the Developing Child and Learning and Teaching: Pedagogy Field Lab I</td>
<td>4</td>
</tr>
<tr>
<td>ED 342 &amp; 342L</td>
<td>Advanced Learning and Teaching: Assessment Field Lab II</td>
<td>4</td>
</tr>
<tr>
<td>ED 436</td>
<td>Teaching Literacy in the Primary Grades</td>
<td>3</td>
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</table>
ED 436L  English Language Arts Integration Field Lab IV
ED 458  Teaching Science in the Primary Grades 3
ED 462  Facilitating the Arts in the Elementary Classroom 3
ED 466  Teaching Social Studies in the Primary Grades 2
ED 468  Teaching Mathematics in the Primary Grades and Primary Math and Science STEM Field Lab III 4
ED 468L & 468L  Teaching Mathematics in the Primary Grades
ED 550  Issues and Research in Education 2
ED 554  Internship and Seminar I 2
ED 555  Internship and Career Development Seminar 1
ED 556  Teaching Literacy in Grades 4-6 3
ED 569  Teaching Mathematics in Grades 4-6 3
ED 575  Teacher Discourse: Language and Communication Issues in the Elementary Classroom 3
ED 577  Teaching English Language Learners in the Mainstream Classroom 3
ED 601  Student Teaching 6
ED 693  Research I 2
ED 694  Research II 2
SPED 552  Teaching in the Inclusive Classroom 3

Total Credits 60

Student Learning Outcomes

Upon completion of the Master of Arts in Teaching program, teacher candidates will demonstrate the following competencies:

1. **Content Knowledge**: Identify and define the major concepts of their discipline and understand that content is dynamic and ways of knowing are constantly changing.

2. **Instructional Strategies**: Recognize varied instructional practices and apply appropriate instructional strategies based upon principles of effective teaching.

3. **Learning Differences, Learner Development**: Recognize the complexity of human diversity and provide an instructional program that is responsive to the needs of diverse students.

4. **Instructional Strategies**: Apply appropriate technology to enhance the teaching and learning process.

5. **Professional Learning and Ethical Practice**: Demonstrate the skills and commitment to engage in reflective, mindful practice.

6. **Assessment**: Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

7. **Professional Learning and Ethical Practice**: Recognize that since content is dynamic and ways of knowing are constantly changing, the profession requires a commitment to continuous learning.

8. **Leadership and Collaboration**: Recognize that education has the power to be transformative and that their role as educators includes the responsibility to advocate on behalf of their students in order to promote social justice.

9. **Professional Learning and Ethical Practice, Leadership and Collaboration**: Demonstrate a willingness to work collaboratively with peers, practitioners in the field and/or MAT instructors to sustain a professional learning environment to support student learning.

10. **Leadership and Collaboration**: Demonstrate an understanding that scholarly research is essential to improving their own practice and to enhancing the knowledge base of the profession.

Admission

Admission to the dual-degree program is based on a holistic review by MAT program faculty of the following admission requirements:

- A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major.
- Students applying to the MAT program are required to take one of the following tests: Praxis Core Mathematics, Reading and Writing tests, the SAT or the ACT. Scores will be reviewed by School of Education faculty as part of the retention review process.
- At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant’s suitability as a prospective educator, including one from a college instructor.
- A written essay completed in ED 140 that meets program standards.
- A formal retention review interview during which the applicant is expected to demonstrate: an ability to communicate clearly, a demeanor appropriate to the teaching profession, and a maturity and attitude necessary to meet the demands of the MAT program.

Retention

Students who are accepted into Quinnipiac University as full-time students and who indicate a desire to teach are admitted into the MAT program upon acceptance, with the understanding that a retention review will be done by MAT faculty in the sophomore year.

Continuation in the dual-degree program is based on a holistic retention review during the spring sophomore semester by MAT faculty. The review requires that specific criteria have been met to remain in the teacher preparation program:

1. A 3.0 minimum overall undergraduate GPA (from all colleges and universities attended) for 45 credits of coursework with a subject area major or appropriate interdisciplinary major (applicants with an overall GPA below 2.67 will not be considered).
2. At least two written recommendations from individuals who have recent knowledge (within the last two years) of the applicant’s suitability as a prospective educator, including one from a college instructor.
3. A written essay completed in ED 140 that meets program standards.
4. Evidence of strong basic skills in math, reading and writing in order. Evidence can be provided through SAT or ACT scores. Alternatively, evidence may also be provided through completion of the Praxis Core Academic Skills Test. SAT, ACT or Praxis Core results will be reviewed by the program director. Any MAT candidate whose scores indicate an area of weakness will be required to participate in a non-credit bearing remediation program that addresses any area of underperformance in math, reading or writing. Once completion of the remediation process is done by the candidate, the status of
the candidate will be reviewed. All candidates will be considered
probationary status until the improvement of basic skills are
documented and remediated.
5. A formal retention review interview during which the applicant
is expected to demonstrate: an ability to communicate clearly, a
demeanor appropriate to the teaching profession, and a maturity and
attitude necessary to meet the demands of the MAT program.
6. Effective July 1, 2010, Connecticut law requires all teacher candidates
to undergo a criminal background check prior to being placed in a
public school setting for field study, internship and student teaching.
Because a clinical experience is an integral part of each semester,
failure to abide by this law will make an applicant ineligible for
admission to the program. The School of Education has procedures
in place to assist candidates in obtaining the background check.
The cost of the background check is the responsibility of the teacher
candidate.

Teacher candidates in the MAT program at Quinnipiac are expected to
demonstrate the professional behaviors and dispositions articulated in
both the School of Education’s Professional Attributes and Dispositions
document and the CT Code of Professional Responsibility for Teachers.
Candidates must maintain an overall B (3.0) undergraduate GPA with
a C or better in all general education courses required for the MAT
program. In addition, candidates must earn a B- or better in all education
courses (undergraduate and graduate), as well as maintain 3.0 GPA for
all education coursework to remain in good standing in the program. A
grade of C+ or below in any education course (including the graduate
content area courses) requires the candidate to retake the course at his/
her expense and earn the minimum B- grade.

If the candidate fails to maintain the minimum GPA, that candidate
may be allowed to remain in the program for a single semester on
probationary status. If a candidate on probation fails to meet the
minimum GPA by the end of the single probationary semester, that
candidate is dismissed from the program. Granting of probationary
status is subject to the director’s approval and is neither automatic nor
guaranteed.

All candidates must maintain a minimum 3.0 GPA in all major coursework
to remain in good standing in the program to be recommended for
certification. In addition, teacher candidates who earn a C+ or below in
two or more undergraduate courses in their major will be required to meet
with the MAT program director to discuss continuation in the program.

Candidates failing to meet professional standards in the program may be
subject to suspension or dismissal. In addition, candidates who exhibit a
lack of effort or responsibility in the program, or who reveal interpersonal
skills unsuited or inappropriate for teaching, will be required to meet with
the MAT program director to discuss continuation in the program.

Completion
To qualify for teacher certification, students must complete all
requirements of the MAT program. Candidates must complete all
coursework, fulfill the internship/residency responsibilities and
successfully complete all performance tasks, including the required
licensure tests.

Clinical Experiences
Field Study
Candidates are required to complete a laboratory field study course
in each semester of their junior and senior year. As part of the course