TEACHING, MASTER OF (M.T.)
WITH A CONCENTRATION
IN TEACHING HEALTH AND
PHYSICAL EDUCATION

Program goal
The Master of Teaching curricula are designed to incorporate eligibility
for initial teaching licensure in Virginia in early and elementary, secondary
education (biology, chemistry, earth science, English, history, history and
social studies, mathematics or physics) or health and physical education.

The approved curricula include undergraduate qualifying courses as well.
Individuals pursuing the extended program are awarded undergraduate
and graduate degrees simultaneously; baccalaureate degree recipients
who meet the admission criteria also may pursue the Master of Teaching
degree program, including the qualifying courses. The combined
baccalaureate and Master of Teaching program requires a minimum of
153-154 hours, at least 33 of which must be at the graduate level.

Health and physical education
The Master of Teaching program with a concentration in teaching
health and physical education provides advanced course work in the
application of health and movement science principles to health and
physical education pedagogy. Students seeking an M.T. with the teaching
health and physical education concentration are required to complete
the Bachelor of Science in Health, Physical Education and Exercise
Science. Students with an undergraduate degree in health and physical
education or related degrees are encouraged to meet with an adviser prior
to applying to graduate school.

Student teaching requirements
All students pursuing a secondary education endorsement within the
Master of Teaching program will student teach in the spring semester.
To do so, students must take and pass the Virginia Communication and
Literacy Assessment and their subject-specific Praxis II exams before the
fall semester of the academic year in which they will student teach.

Student learning outcomes
Health and physical education
1. Demonstrate content knowledge in health and physical education:
Candidates demonstrate content knowledge in health and physical
education as evidenced by Praxis II scores and the undergraduate
transcript analysis.

2. Demonstrate ability to plan instruction: Candidates demonstrate that
they can effectively plan classroom-based instructions evidenced by
the lesson plan assessment, lesson plan portion of the portfolio and
the clinical evaluation continuum.

3. Demonstrate that knowledge, skills and dispositions are applied
effectively in practice as evidenced by the clinical evaluation
continuum assessment during internship.

4. Demonstrate effect on student learning: Candidates demonstrate
effect on student learning as evidenced by success on the lesson
plan portion of the portfolio.

VCU Graduate Bulletin, VCU Graduate School
and general academic policies and regulations
for all graduate students in all graduate
programs
The VCU Graduate Bulletin website documents the official admission and
academic rules and regulations that govern graduate education for all
graduate programs at the university. These policies are established by the
graduate faculty of the university through their elected representatives to
the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-
campus, to be familiar with the VCU Graduate Bulletin as well as the
Graduate School website (http://www.grad.vcu.edu/) and academic
regulations in individual school and department publications and
on program websites. However, in all cases, the official policies and
procedures of the University Graduate Council, as published on the VCU
Graduate Bulletin and Graduate School websites, take precedence over
individual program policies and guidelines.

Visit the academic regulations section for additional information on
academic regulations for graduate students. (http://bulletin.vcu.edu/
academic-regis/)

Degree candidacy requirements
A graduate student admitted to a program or concentration requiring a
final research project, work of art, thesis or dissertation, must qualify for
continuing master’s or doctoral status according to the degree candidacy
requirements of the student’s graduate program. Admission to degree
candidacy, if applicable, is a formal statement by the graduate student’s
faculty regarding the student’s academic achievements and the student’s
readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following
degree candidacy policy as published in the VCU Graduate Bulletin for
complete information and instructions.

Visit the academic regulations section for additional information on
degree candidacy requirements. (http://bulletin.vcu.edu/academic-regis/
candidacy/)

Graduation requirements
As graduate students approach the end of their academic programs and
the final semester of matriculation, they must make formal application to
graduate. No degrees will be conferred until the application to graduate
has been finalized.

Graduate students and program directors should refer to the following
graduation requirements as published in the Graduate Bulletin for a
complete list of instructions and a graduation checklist.

Visit the academic regulations section for additional information on
graduation requirements. (http://bulletin.vcu.edu/academic-regis/grad/
graduation-info/)

Apply online at graduate.admissions.vcu.edu (http://
www gradu ate.admissions.vcu.edu).
Admission requirements

<table>
<thead>
<tr>
<th>Degree</th>
<th>Semester(s) of entry</th>
<th>Deadline dates</th>
<th>Test requirements</th>
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<tbody>
<tr>
<td>M.T.</td>
<td>Fall</td>
<td>Feb 1</td>
<td>GRE or MAT</td>
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<td></td>
<td>Spring</td>
<td>Oct 1</td>
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<td></td>
<td>Summer</td>
<td>Feb 1</td>
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In addition to the general admission requirements of the VCU Graduate School (http://bulletin.vcu.edu/graduate/study/admission-graduate-study/admission-requirements/), the following requirements represent the minimum acceptable standards for admission:

1. Bachelor’s degree with a major, or equivalent, in the subject the student wishes to teach (for secondary) or an appropriate liberal arts major (for early/elementary) (Students in the five-year extended program must be pursuing an appropriate bachelor’s degree.)
2. Three letters of recommendation addressing the student’s potential for graduate study in education
3. Student’s written statement concerning career interests
4. Transcripts of all previous college work
5. Satisfactory scores on the GRE or MAT

Additionally, there are several tests that students must pass for admission to teacher preparation, admission to student teaching and licensure in Virginia. Students should consult the Student Services Center (http://www.soe.vcu.edu/student-services-center/) section on the School of Education website for current testing requirements.

Admission to clinical experiences in schools requires a background check and fingerprinting.

Degree requirements

In addition to general VCU Graduate School graduation requirements (http://bulletin.vcu.edu/academic-reg/grad/graduation-info/), students are required to complete course work in core and elective courses.

1. Credit hour requirements: Students are required to complete a minimum of 33-34 credit hours depending on concentration.
2. Grade requirements: Receipt of a grade of C or below in two courses constitutes automatic dismissal from the program. Courses with a grade below C cannot be used to satisfy degree requirements.
3. Student teaching requirements: Students must successfully complete approved student teaching experience. Note: Students must complete all undergraduate courses before student teaching.
4. Additional testing requirement: Students must pass Praxis II, where applicable, for licensure.

Curriculum requirements

The undergraduate program requires a minimum of 120 credit hours. To view undergraduate requirements, please see the program page for B.S. in Health, Physical Education and Exercise Science with a concentration in exercise science.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUS/PSYC 607</td>
<td>Advanced Educational Psychology for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUS 673</td>
<td>Democracy, Equity and Ethics in Education</td>
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