

TEACHING, MASTER OF (M.T.) WITH A CONCENTRATION IN EARLY AND ELEMENTARY EDUCATION

Program goal

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

The approved curricula include undergraduate qualifying courses as well. Baccalaureate degree recipients who meet the admission criteria may pursue the Master of Teaching degree program, including the qualifying courses.

Early and elementary education

Freshman students bound for the Master of Teaching program with a concentration in early and elementary education are required to enroll in an appropriate undergraduate liberal arts major.

Undergraduate liberal arts majors are encouraged to select at least one minor in order to deepen knowledge and appreciation of a subject area. Philosophy, religious studies, African American studies and international studies have relevance in their understanding of human investigation of knowledge, human behavior and world cultures. A minor in a science area such as environmental studies may be more employable because of school and societal concerns about our planet and its preservation. In selecting the humanities and sciences minor, the choice should be based on the student's interest and perceived relevance.

Consult with the appropriate professional studies adviser for additional information regarding professional studies and liberal arts requirements.

Student teaching requirements

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

Student learning outcomes

Teaching core outcomes

1. **Learner and learning:** Understand human development and learning theory appropriate to the age group they will teach and acquire an awareness of the diversity of the school-age population in cultural backgrounds and styles of learning
2. **Instructional practice:** Demonstrate an ability to plan and implement effective teaching and measure student learning in ways that lead to sustained development and learning
3. **Professional responsibility:** Develop an understanding of purposes for education and a defensible philosophical approach toward teaching and demonstrate professional dispositions

Early and elementary education concentration-specific outcome

1. **Content:** Demonstrate knowledge of the subjects they will teach as an elementary educator

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.graduate.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-regs/>)

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-regs/grad/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-regs/grad/graduation-info/>)

Apply online today. (<https://www.vcu.edu/admissions/apply/graduate/>)

Admission requirements

Degree:	Semester(s) of entry:	Deadline dates:	Test requirements:
M.T.	Fall	Feb 1	
	Spring	Oct 1	
	Summer	Feb 1	

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 of Interdisciplinary Studies (B.I.S.) degree with a liberal studies for early and elementary education major
2. Three letters of recommendation addressing the student's potential for graduate study in education
3. Statement of intent
4. Transcripts of all previous college work

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 Teacher Preparation page (<https://soe.vcu.edu/admission/teacher-preparation-application/>) on the School of Education website for current testing requirements. Admission to clinical experiences in schools requires a background check and fingerprinting.

Please visit the School of Education (<https://soe.vcu.edu/academics/masters-programs/master-of-teaching/>) website for further information.

Degree requirements

In addition to general VCU Graduate School graduation requirements (<http://bulletin.vcu.edu/academic-regs/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

Program requirements – mathematics and statistical reasoning

The early childhood/elementary education program requirement is six credit hours, including three credit hours in mathematics at the college algebra level or higher and three credit hours in a statistics course typically taught by a college department of mathematics. Choosing among these courses or their equivalencies is recommended:

Course	Title	Hours
MATH 303	Investigations in Geometry	3
MATH 361	Numbers and Operations	3
MATH 362	Algebra and Functions	3

STAT 206	Data Analysis and Statistics for Elementary Education	3
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Program requirements – history

The early childhood/elementary education program requires the following courses or their equivalencies:

Course	Title	Hours
ECON 203	Introduction to Economics	3
HIST 103	Survey of American History I	3
HIST 205	Survey of Virginia History	3
POLI 103	U.S. Government	3

Program requirements – natural sciences

The early childhood/elementary education program requirement is 12 credit hours with at least one course from each of the four core science disciplines of earth science, biology, chemistry and physics, plus two one-credit laboratories.

Course	Title	Hours
Biological sciences		
BIOL 101	Biological Concepts	3
INSC 201	Energy!	3
or INSC 300	Experiencing Science	
or PHYS 101	Foundations of Physics	
CHEM 100	Introductory Chemistry	3
or CHEM 101	General Chemistry I	
or CHEM 110	Chemistry and Society	
ENVS 105	Physical Geology	3
or ENVS 201	Earth System Science	
or ENVS 301	Introduction to Meteorology	
or ENVS 310	Introduction to Oceanography	
or URSP 204	Physical Geography	
Science labs ¹		2

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Two of the science content courses must pair with a one-credit lab for a total of two credits of laboratory course work in the degree program. Possible partner laboratory courses include BIOZ 101, PHYZ 101, CHEZ 101, CHEZ 110, ENVZ 105 and URSZ 204.

Program requirements – writing

The early childhood/elementary education program requires the following courses or their equivalencies:

Course	Title	Hours
UNIV 112 Play course video for Focused Inquiry II	Focused Inquiry II	3
UNIV 200	Inquiry and the Craft of Argument	3

Professional studies requirements

Undergraduate courses

Course	Title	Hours
EDUS 301	Human Development and Learning	3
or PSYC 301	Child Psychology	

SEDP 401	Assessment in Diverse Settings	3
TEDU 310	Elementary School Practicum A (taken with TEDU 410, TEDU 414 and TEDU 426)	2
TEDU 313	Elementary School Practicum B (taken with TEDU 517, TEDU 522 and TEDU 591)	2
TEDU/ENGL 386	Children's Literature I	3
TEDU 389	The Teaching of Writing Skills	3
TEDU 390	Movement Education	3
TEDU/SEDP 410	Building a Community of Learners: Classroom Management	3
TEDU 411	Integrating the Arts in Curriculum for Young Children ¹	3
or ARTE 301	Art for Elementary Teachers	
TEDU 414	Curriculum and Methods for Early/ Elementary Children	4
TEDU 426	Teaching Reading and Other Language Arts	3
TEDU 452	Teaching English Language Learners	2
TEDU 510	Instructional Technology in PK-12 Environments	2

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Program website: soe.vcu.edu/academics/masters-programs/master-of-teaching/ (<https://soe.vcu.edu/academics/masters-programs/master-of-teaching/>)

1

Students may choose another applied arts course.

Graduate courses

Course	Title	Hours
EDUS/PSYC 607	Advanced Educational Psychology for Elementary Teachers	3
EDUS 673	Democracy, Equity and Ethics in Education	3
SEDP 505	Theory and Practice of Educating Individuals with Special Needs	3
TEDU 517	Science Education in the Elementary School	3
TEDU 522	Teaching Mathematics for Elementary Education	3
TEDU 566	Diagnosis and Remediation in Reading	4
TEDU 591	Social Studies Education in the Elementary School	3
TEDU 626	Family-School Partnerships	3
TEDU 672	Internship	4
TEDU 674	Internship II	4
TEDU 681	Investigations and Trends in Teaching	1
Total Hours		34

The minimum number of graduate credit hours required for this degree is 34.

Contact

Enrollment Management
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(804) 828-3382

Additional contact

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