

CURRICULUM AND INSTRUCTION, MEd

Banner Code: E1-MED-CRIN

Academic Advising

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This master's degree is offered to students preparing for initial teacher licensure, advanced teacher education, or ancillary educational programs.

Requirements

MEd with Concentration

Total credits: 30-45

Concentrations are listed within the subject areas listed below. Each concentration wholly describes the requirements for the degree and the concentration. Students should choose one concentration.

Advanced Studies in Teaching and Learning (ASTL)

The ASTL concentrations are for practicing teachers and other educators with one or more years of teaching experience who want to continue to grow professionally. The program offers advanced study in a specific concentration area; including Virginia's Standards of Learning content areas, cohort classes, an innovative schedule, and the use of technology. The courses, aligned with the National Board for Professional Teaching Standards, help teachers think and practice as board-certified teachers. The program develops teacher-leaders who take an inquiry stance on their educational practice and lead from the classroom as they contribute to ongoing school improvement and educational change. While developing expertise in a content area and increasing their understanding of culturally and linguistically diverse students and families, teachers in the program develop their critical reflective capacity through engagement in action research, self-study, and classroom-based inquiry.

Experienced teachers and other educators with or without a master's degree may apply for the master's degree program, which includes the 30- or 33- credit hour Core and areas of Concentration. The program also provides an option for teachers with master's degrees who want to gain a Reading Specialist or Gifted Childhood Education 21-credit graduate certificate.

MEd Requirements Common to all ASTL Concentrations

EDUC 606	Education and Culture	3
EDUC 612	Inquiry into Practice	2
EDUC 613	How Students Learn	3
EDUC 614	Designing and Assessing Teaching and Learning	2
EDUC 615	Educational Change	2
Total Credits		12

Concentration in ASTL: Advanced International Baccalaureate (AIB)

This concentration provides advanced professional development for teachers on the philosophy, elements, and assessments of the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). The coursework focuses on the theory, pedagogy, and research undergirding the International Baccalaureate programs.

Coursework

EDUC 621	Teaching and Learning in the International Baccalaureate Program	3
EDUC 622	Curriculum Development across IB Programs	3
EDUC 623	Models and Strategies for Teaching and Learning in IB Schools	3
EDUC 624	Assessment and Learning in IB Schools	3
EDUC 626	Inquiry into Action: IB Teachers, Learners, and Schools	3
EDUC 627	Contemporary Issues and Trends in IB	3
Total Credits		18

Concentration in ASTL: Designing Digital Learning in Schools (ADDL)

This concentration is offered to practicing teachers who wish to gain the necessary knowledge and skills for integrating digital learning and K-12 curricular knowledge outcomes. The concentration is framed by four learning outcomes: investigation of the theory and practice of digital learning, connection of digital learning and knowledge outcomes, use of design principles and processes to inform practice, knowledge of a range of technologies appropriate for PreK-12 learners.

Coursework

EDIT 780	Principles of School-Based Design	3
EDIT 781	Designing for Information Using	3
EDIT 782	Designing for Literacy	3
EDIT 783	Designing for Problem Solving	3
EDIT 784	Designing for Community Participation	3
EDIT 785	Designing School-Based Digital Learning	3
Total Credits		18

Concentration in ASTL: Early Childhood Education (AECE)

This concentration provides advanced professional development in preschool through third grade content and includes two required courses and four electives. The concentration focuses on advancing the professional knowledge of practicing teachers who teach young children.

Coursework

ECE 601	Frameworks for Early Childhood Education	3
ECE 685	Applied and Teacher Research in Early Childhood Education	3
or ECE 691	Policy Perspectives in Early Childhood Education	

Electives

Select four courses from the following: 12

Any graduate ECED course(s)		
EDCI 516	Bilingualism and Language Acquisition Research	
EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	
Total Credits		18

Concentration in ASTL: Elementary Mathematics (AEMA)

This concentration combines the study of mathematics content appropriate for kindergarten through eighth grade with the study of mathematics education research, curriculum, leadership, and assessment.

Coursework

MATH 610	Number Systems and Number Theory for K-8 Teachers	3
MATH 611	Geometry and Measurement for K-8 Teachers	3
MATH 612	Probability and Statistics for K-8 Teachers	3
MATH 613	Algebra and Functions for K-8 Teachers	3
MATH 614	Rational Numbers and Proportional Reasoning for K-8 Teachers	3

Electives

Select one from the following:		3
EDCI 645	Curriculum Development in Mathematics Education	
EDCI 646	Mathematics Education Leadership for School Change	
EDCI 666	Research in Mathematics Teaching	
Total Credits		18

Concentration in ASTL: Foreign Language French (AFLF)

This concentration provides advanced professional development and language study for practicing foreign language teachers. The 18 credits include a combination of modern language courses and targeted electives.

Coursework

Literature¹

Select 6 credits from the following:		6
FREN 515	Topics in Medieval French Literature and Culture	
FREN 517	Topics in Seventeenth-Century French Literature and Culture	
FREN 518	Topics in Eighteenth-Century French Literature and Culture	
FREN 519	Topics in Nineteenth-Century French Literature and Culture	
FREN 550	Special Topics	

Language and Linguistics

One advisor-approved 3 credit course in language and linguistics		3
FREN 575	Grammatical Analysis	3

Electives

Select six credits from the following: ²		6
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FRLN 510	Bibliography and Research in Foreign Languages and Literature	
FRLN 525	Literary Translation	
FRLN 550	Special Topics	
FRLN 565	Theory of Translation	
FRLN 572	Integrating Technology into Language Learning	
FRLN 573	Basic Issues in Language Pedagogy	
FRLN 590	Internship and Seminar in Translation	
FRLN 620	Literary Theory and Criticism	
FRLN 660	Approaches to the Study of Language	
FRLN 670	Foreign Language Learning and Teaching	
Total Credits		18

¹ Courses may be substituted with advisor-approved literature-related electives in French.

² Courses may be substituted with advisor-approved language and literature-related electives.

Concentration in ASTL: Foreign Language Spanish (AFLS)

This concentration provides advanced professional development and language study for practicing foreign language teachers. The 18 credits include a combination of modern language courses and targeted electives.

Coursework

SPAN 502	Hispanic Sociolinguistics	3
SPAN 505	Applied Spanish Stylistics	3
SPAN 510	Methods of Literary and Cultural Studies	3

Electives

Select 9 credits from the following: ¹		9
FRLN 510	Bibliography and Research in Foreign Languages and Literature	
FRLN 525	Literary Translation	
FRLN 550	Special Topics	
FRLN 565	Theory of Translation	
FRLN 572	Integrating Technology into Language Learning	
FRLN 573	Basic Issues in Language Pedagogy	
FRLN 590	Internship and Seminar in Translation	
FRLN 620	Literary Theory and Criticism	
FRLN 650	The Teaching of Culture in Foreign Language Programs	
FRLN 660	Approaches to the Study of Language	
FRLN 670	Foreign Language Learning and Teaching	
SPAN 501	Applied Spanish Grammar	
SPAN 520	Studies in Medieval Spanish Literature	
SPAN 525	Studies in Renaissance Literature	
SPAN 530	Studies in the Literature of the Golden Age	
SPAN 540	Studies in 20th-Century Literature	
SPAN 545	Studies in Hispanic Literature	
SPAN 551	Special Topics in Spanish	
SPAN 560	Studies in Spanish American Poetry	

SPAN 565	Studies in Spanish American Drama	
SPAN 576	Advanced Translation	
SPAN 580	Contemporary Hispanic Institutions	
SPAN 635	Seminar in Don Quixote	
SPAN 650	Seminar in Twentieth-Century Drama	
SPAN 655	Seminar in Twentieth-Century Prose	
SPAN 670	Seminar in Spanish American Prose	
SPAN 675	Seminar in Literature and Art	
SPAN 680	Seminar in Literature and Society	
SPAN 685	Seminar in Literature and Ideas	
Total Credits		18

¹ Courses may be substituted with advisor-approved language and literature-related electives.

Concentration in Gifted Child Education (AGCE)

This concentration provides advanced professional development through endorsement or master's degree for teachers of gifted students. The concentration meets NAGC/CEC graduate standards and focuses on culturally diverse, multilingual, twice exceptional, and traditionally defined gifted students and programs.

Students must earn a B- or higher in all coursework.

Coursework

EDCI 621	Introduction to Gifted and Talented Learners	3
EDCI 622	Curriculum Differentiation for Diverse Learners	3
EDCI 623	Models and Strategies for Teaching Gifted Learners	3
EDCI 624	Assessment, Identification, and Evaluation of Gifted Learners	3
EDCI 625	Contemporary Issues and Trends in Gifted Education	3
EDCI 626	Action Research in Gifted Education	3
EDCI 627	Advanced Practicum in Gifted Education ¹	3
Total Credits		21

¹ One year of successful full-time teaching in an accredited public or non-public school may be accepted in lieu of EDCI 627 Advanced Practicum in Gifted Education (VA Licensure Regulations for School Personnel, 1998). A 3-credit elective course must be chosen with advisor approval to meet the 21-credit requirement.

Concentration in ASTL: History (AHIS)

This concentration includes one geography and five history courses that are required. The concentration is designed for elementary, middle, and high school teachers who seek a foundation in the history courses that are taught within Virginia public schools.

Coursework

Courses below may be substituted with advisor-approved history electives.

GG5 520	Geography for Teachers	3
HIST 510	Approaches to Modern World History	3
HIST 601	Themes in U.S. History I	3

HIST 602	Themes in U.S. History II	3
HIST 605	Themes in European History I	3
Three credits of		3
HIST 695	History Symposium	
Total Credits		18

Concentration in ASTL: Individualized (AATL)

This individualized concentration is developed in concert with a student's advisor to provide coursework in a student's specialized area that is not provided in other ASTL concentrations. The student works with the program director to design a program of study that provides individualized learning experiences in an area of expertise relevant to one's professional educational setting.

Select 18 credits selected in consultation with advisor.		18
Total Credits		18

Concentration in ASTL: Literacy PK–12 Classroom Teachers (AP12)

This concentration includes three required literacy courses and three approved electives in ESOL, special education, psychology, secondary and elementary education, early childhood, writing, and other areas. The coursework includes theory and strategies in literacy and reading for teachers in any discipline, PK–12.

Coursework

EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	3
EDRD 631	Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood	3
EDRD 632	Literacy Assessments and Interventions for Groups	3

Electives

Select 9 credits of electives from the following: ¹		9
EDCI 520	Assessment of Language Learners	
EDRD 633	Literacy Assessments and Interventions for Individuals	
EDRD 637	Supervised Literacy Practicum (Must register for 3 credits)	
EDSE 662	Consultation and Collaboration	
EDSE 627	Assessment	
Total Credits		18

¹ Students may choose an alternate elective with advisor approval.

Concentration in ASTL: Literacy: Reading Specialist (ALRS)

This concentration is a state-approved sequence of courses leading to Virginia reading specialist licensure. Coursework includes foundational knowledge, instructional and assessment strategies for individuals and groups, and preparation as a literacy coach and staff developer. Students must earn a B- or higher in all licensure coursework. Licensure also requires a master's degree, passing of the Virginia Reading Assessment, and three years of teaching under contract.

Coursework

EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	3
EDRD 631	Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood	3
EDRD 632	Literacy Assessments and Interventions for Groups	3
EDRD 633	Literacy Assessments and Interventions for Individuals	3
EDRD 634	School-Based Leadership in Literacy	3
EDRD 635	School-Based Inquiry in Literacy	3
Three credits of		3
EDRD 637	Supervised Literacy Practicum	
Total Credits		21

Concentration in ASTL: Secondary Mathematics Education, Grades 6-12 (AMT6)

This concentration provides advanced professional development in mathematics teaching and learning for practicing middle and high school mathematics teachers. The coursework focuses on current research in mathematics education, inquiry, technology, and a community of mathematics practice.

Coursework

EDCI 666	Research in Mathematics Teaching	3
EDCI 702	Internship in Mathematics Education	3
MATH 601	Analysis I for Teachers	3
MATH 604 or MATH 614	Geometry for Teachers Rational Numbers and Proportional Reasoning for K-8 Teachers	3
MATH 607	Algebraic Structure for Teachers	3
MATH 608	Problem Solving in Mathematics	3
Total Credits		18

Concentration in ASTL: Physical Education (APED)

This concentration provides coursework in research design, curriculum development, collaborative supervision, research in pedagogy, and advanced adapted content. It is designed for practicing PE teachers seeking to improve their professional knowledge and teaching performance for improving student learning.

Coursework

EDRS 590 or SRST 623	Education Research Research Design and Statistical Reasoning	3
PHED 670	Analysis of Teaching in Physical Education	3
PHED 672	Curriculum and Assessment in Physical Education	3
PHED 673	Motor Development for Special Populations	3
PHED 680	Mentoring and Supervising in Physical Education	3

Electives

Select one course from the following: ¹		3
DANC 580	Laban Movement Analysis	

EDCI 516	Bilingualism and Language Acquisition Research	
EFHP 610	Advanced Exercise Physiology	
EFHP 611	Movement and Fitness Assessment	
EFHP 614	Advanced Exercise Nutrition	
EFHP 618	Exercise and Sport Psychology	
HEAL 516	Program Development and Resources in Health Education	
Total Credits		18

¹ Students may choose an alternate elective with advisor approval.

Concentration in ASTL: Science K-12 (AS12)

This concentration provides advanced professional development in science teaching and learning for practicing elementary, middle, or high school science teachers.

Coursework

EDCI 663	Research in Science Teaching	3
EDCI 670	Advanced Methods in Science Teaching	3
EDCI 671	Innovations in Science Teaching	3
EDUC 547	Scientific Inquiry and the Nature of Science	3

Electives

Select six credits of science coursework with advisor approval.		6
Total Credits		18

Concentration in ASTL: Special Education (ASPE)

This concentration provides advanced expertise for educators, administrators, and other professionals providing services to individuals with special needs. Students select one of the following areas of emphasis: applied behavior analysis; assistive technology; students with disabilities who access the adapted curriculum; students with disabilities who access the general curriculum; teaching students with autism; visual impairments.

Coursework**Applied Behavior Analysis Emphasis**

Select 18 credits from the following: 18

EDSE 619	Applied Behavior Analysis: Principles, Procedures, and Philosophy	
EDSE 621	Applied Behavior Analysis: Empirical Bases	
EDSE 623	Applied Behavior Analysis: Assessments and Interventions	
EDSE 624	Applied Behavior Analysis: Applications	
EDSE 625	Applied Behavior Analysis: Verbal Behavior	
EDSE 664	Ethical and Professional Conduct for Behavior Analysis	

Total Credits 18

Assistive Technology Emphasis

Select 18 credits from the following: 18

EDAT 521	Augmentative Communication	
EDAT 522	Assistive Technology for Individuals with Sensory Impairments	

EDAT 523	Accessibility and Input Modifications
EDAT 524	Universal Design for Learning
EDAT 525	Software and Mobile Applications for Individuals with Disabilities
EDAT 530	Assistive Technology for Independent Living
EDAT 531	Assistive Technology in the Workplace
EDAT 597	Special Topics in Assistive Technology
EDAT 599	Independent Study in Assistive Technology
EDIT 526	Web Accessibility and Design
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Total Credits	18

Students with Disabilities who Access the Adapted Curriculum Emphasis

Select 18 credits from the following: 18

EDSE 501	Introduction to Special Education
EDSE 502	Classroom Management and Applied Behavior Analysis
EDSE 531	Transition and Community-Based Instruction
EDSE 532	Positive Behavior Supports
EDSE 533	Curriculum and Assessment in Severe Disabilities
EDSE 534	Communication and Severe Disabilities
EDSE 547	Medical and Developmental Risk Factors for Children with Disabilities
EDSE 557	Foundations of Language and Literacy for Diverse Learners
EDSE 661	Curriculum and Methods: Severe Disabilities
EDSE 662	Consultation and Collaboration
EDSE 669	Interdisciplinary Approach for Children with Sensory and Motor Disabilities
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Total Credits	18

Students with Disabilities who Access the General Curriculum Emphasis

Select 18 credits from the following: 18

EDSE 501	Introduction to Special Education
EDSE 502	Classroom Management and Applied Behavior Analysis
EDSE 503	Language Development and Reading
EDSE 540	Characteristics of Students with Disabilities who Access the General Curriculum
EDSE 544	Adapted Instructional Methods and Transition for Secondary Learners
EDSE 627	Assessment
EDSE 628	Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum
EDSE 629	Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
EDSE 662	Consultation and Collaboration
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Total Credits	18

Teaching Students with Autism Emphasis

EDSE 534	Communication and Severe Disabilities	3
EDSE 620	Supporting the Behavior and Sensory Needs of Individuals with Autism	3
EDSE 634	Characteristics of Individuals with Autism	3
EDSE 635	Interventions for Individuals with Autism	3
EDSE 665	Families of Children with Special Needs	3
One elective course (3 credits) selected from other ASTL Special Education emphases		3
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Total Credits		18

Visual Impairments Emphasis

Select 18 credits from the following: 18

EDAT 522	Assistive Technology for Individuals with Sensory Impairments	
EDSE 511	Characteristics of Students with Visual Impairments	
EDSE 512	Braille Code	
EDSE 513	Medical and Educational Implications of Visual Impairments	
EDSE 514	Orientation and Mobility for Students with Visual Impairments	
EDSE 518	Curriculum and Assessment of Students with Visual Impairments	
EDSE 532	Positive Behavior Supports	
EDSE 613	Teaching Methods for Students with Visual Impairments	
EDSE 616	Braille Reading and Writing	
EDSE 662	Consultation and Collaboration	
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Total Credits		18

Concentration in ASTL: Teacher Leadership (ATL)

This concentration provides advanced professional development in school leadership. The educational leadership coursework focuses on teachers as leaders in their classrooms, teams, departments, programs, and schools.

Coursework

EDLE 610	Leading Schools and Communities	3
EDLE 620	Organizational Theory and Leadership	3
EDLE 636	Adult Motivation and Conflict Management in Education Settings: A Case Study Approach	3
EDLE 690	Using Research to Lead School Improvement	3
Three credits of		3
EDUC 597	Special Topics in Education	
Electives		
EDEP 591	Data-Driven Decision Making for Continuous Educational Improvement	3
or EDLE 618	Supervision and Evaluation of Instruction	
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Total Credits		18

Assistive Technology

The Assistive Technology program prepares educators and other professionals to work with individuals with disabilities, service providers,

and family members. Graduates will use technology to assist individuals to function more effectively in school, home, work, and community environments.

Concentration in Assistive Technology (AT)

Coursework

EDAT 510	Introduction to Assistive Technology	3
EDAT 521	Augmentative Communication	3
EDAT 522	Assistive Technology for Individuals with Sensory Impairments	3
EDAT 523	Accessibility and Input Modifications	3
EDAT 524	Universal Design for Learning	3
EDAT 525	Software and Mobile Applications for Individuals with Disabilities	3
EDAT 527	Assistive Technology for Independent Living and Employment	3
EDAT 610	Designing Adapted Environments	3
EDAT 649	Assistive Technology Assessment	3
EDSE 590	Special Education Research	3
or EDIT 590	Educational Research in Technology	
Total Credits		30

Culturally & Linguistically Diverse & Exceptional Learners

Concentration in Teaching Culturally and Linguistically Diverse and Exceptional Learners (TCLD)

This concentration is designed to prepare teachers to work in highly diverse K-12 classrooms to support a variety of student needs with special emphasis on language learners. Students pursuing the MEd with this concentration must also complete a secondary certificate program to support completing initial licensure or advanced coursework in Elementary Education, English as Second Language Education, Foreign Language Education, Special Education, or Advanced International Baccalaureate Studies. The master's program also prepares international teachers interested in earning initial licensure in Elementary or English as a Second Language Education (formerly FAST TRAIN).

Coursework

EDCI 776	Consultation Collaboration in Diverse K-12 Settings	3
EDCI 777	Research to Practice	3
EDRD 515	Language and Literacy in Global Contexts	3
EDUC 511	Child and Adolescent Development in Global Contexts	3
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	3
Electives		
Select 15 credits from courses offered by the Graduate School of Education		15
Total Credits		30

Early Childhood and Elementary Education Concentration in Early Childhood Education for Diverse Learners (ECDL)

This concentration leads to a master's degree for professionals who already hold an early childhood education teacher license or are interested in working in an early childhood education context outside the classroom. Students who wish to seek Early Childhood Education, PK-3 licensure are advised to consider completing the Early Childhood Education, PK-3 Licensure certificate program in conjunction with the MEd. Students may use their certificate coursework to fulfill the elective credits for the MEd program.

Coursework

ECED 501	Developmental Pathways of Diverse Learners, Birth-Adolescence	3
ECED 503	Inclusive Curriculum for Young Learners: Planning Instruction and Guidance	3
ECED 504	Engaging Families of Diverse Young Learners	3
ECED 511	Assessment of Diverse Young Learners	3
ECED 685	Applied and Teacher Research in Early Childhood Education	3
or ECED 691	Policy Perspectives in Early Childhood Education	

Electives

Select 15 credits from graduate ECED courses or courses approved by an academic advisor	15
Total Credits	30

Concentration in Elementary Education (ELED)

This concentration and initial licensure component provides professionals with the specialized knowledge, skills, and dispositions needed to meet the educational needs of students attending today's elementary schools. Specific content and endorsement courses are required; all courses are taught in cohorts only. Two cohort models (one- or two-semester internships) provide flexibility for all students. The two-semester internship cohort begins each spring and fall semester; the one-semester internship cohort begins each summer semester. Contact the Elementary Program for additional information.

All students are required to submit and successfully complete a series of performance-based assessments. These assessments include content knowledge, pedagogical skills, and dispositions.

Grading Policy

Students enrolled in this degree program must earn a B or higher in all coursework.

Coursework

EDCI 544	Curriculum and Methods of Teaching in Elementary Education	3
EDCI 545	Assessment and Differentiation	3
Three credits of		3
EDCI 552	Mathematics Methods for the Elementary Classroom	
Three credits of		3
EDCI 553	Science Methods for the Elementary Classroom	

EDCI 554	Methods of Teaching Social Studies and Integrating Fine Arts in the Elementary Classroom	3
EDCI 555	Literacy Teaching and Learning in Diverse Elementary Classrooms I	3
Three credits of		3
EDCI 556	Literacy Teaching and Learning in Diverse Elementary Classrooms II	
EDCI 557	Integrating Technology in PreK-6	3
EDCI 559	Research and Assessment in Elementary Education	3
Six credits of		6
EDCI 790	Internship in Education ¹	
EDUC 542	Foundations of Education	3
EDUC 543	Children, Family, Culture, and Schools, 4-12 Year Olds	3
Electives		
Select 6 additional credits of EDCI 790 or two courses from the following:		6
EDCI 516	Bilingualism and Language Acquisition Research	
EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDSE 501	Introduction to Special Education	
EDSE 540	Characteristics of Students with Disabilities who Access the General Curriculum	
EDSE 626	The Inclusive Classroom	
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	
Total Credits		45

¹ Year-long internship: students must register for 6 credits in the fall and 6 credits in the spring. Semester-long internship and intensive cohort: students must register for 6 credits during their internship and complete 6 credits of elective coursework.

Learning Technologies

Three concentrations with an instructional technology focus provide professionals the specialized knowledge and skills needed to apply a wide range of learning technologies to achieve educational and instructional goals in schools and communities, and in corporate, government or public settings. The concentrations combine current theoretical models and research-based practice with practical, hands-on experiences to cultivate the design of innovative and engaging learning opportunities and instructional applications using state-of-the-art technologies. The concentrations serve the various needs and interests of learning organizations and instructional technology clients including instructional design, user experience design, online learning, workplace learning, and the integration of technology in schools.

The School of Business, in collaboration with the College of Education and Human Development, offers an 18-credit Chief Learning Officer Graduate Certificate that prepares Chief Learning Officers and other senior level executives for success as learning and talent development leaders. Students complete 9 credits in educational technology and nine credits of business coursework.

Concentration in Designing Digital Learning in Schools (DDLs)

Coursework

EDIT 780	Principles of School-Based Design	3
EDIT 781	Designing for Information Using	3
EDIT 782	Designing for Literacy	3
EDIT 783	Designing for Problem Solving	3
EDIT 784	Designing for Community Participation	3
EDIT 785	Designing School-Based Digital Learning	3
Total Credits		18

Emphasis

Select one of the following areas of emphasis:

ASTL Emphasis

EDUC 606	Education and Culture	3
EDUC 612	Inquiry into Practice	2
EDUC 613	How Students Learn	3
EDUC 614	Designing and Assessing Teaching and Learning	2
EDUC 615	Educational Change	2
Total Credits		12

Assistive Technology Emphasis

EDAT 510	Introduction to Assistive Technology	3
EDAT 610	Designing Adapted Environments	3
Select 6 credits from the following:		6

EDAT 521	Augmentative Communication	
EDAT 522	Assistive Technology for Individuals with Sensory Impairments	
EDAT 523	Accessibility and Input Modifications	
EDAT 524	Universal Design for Learning	
EDAT 525	Software and Mobile Applications for Individuals with Disabilities	
Total Credits		12

Digital Learning and Teacher Leadership Emphasis

EDIT 786	Design and Teacher Leadership	3
EDIT 787	Coaching Advocacy Digital Learning	3
Three credits of		3
EDIT 791	Project Development Practicum I	
Three credits of		3
EDIT 792	Project Development Practicum II	
Total Credits		12

Integration of Online Learning in Schools Emphasis

EDIT 760	Online Teachers and Learners	1
EDIT 761	Models of Online Learning	2
EDIT 762	Quality K-12 Online Learning	1
EDIT 763	Tools for K-12 Online Learning	2
EDIT 764	The ART of Online Communication	3
EDIT 765	Facilitating K-12 Online Learning	2
EDIT 766	Understanding Online Presence	2
Total Credits		13

Concentration in Instructional Design and Technology (INDT)

Coursework

EDIT 590 or EDRS 590	Educational Research in Technology Education Research	3
EDIT 704	Instructional Technology Foundations and Theories of Learning	3
EDIT 705	Instructional Design	3
EDIT 706	Business of Learning Design and Technologies	3
EDIT 730	Advanced Instructional Design	3
EDIT 732	Analysis and Design of Technology-Based Learning Environments	3
EDIT 752	Design and Implementation of Technology-based Learning Environments	3
EDIT 601	Instructional Design and Technology (IDT) Portfolio	1
EDIT 701	Advanced Instructional Design and Technology (IDT) Portfolio	1

Electives

Select seven credits from any EDIT courses.	7
Total Credits	30

Concentration in Blended and Online Learning in Schools (BOLS)

Coursework

EDIT 760	Online Teachers and Learners	1
EDIT 761	Models of Online Learning	2
EDIT 762	Quality K-12 Online Learning	1
EDIT 763	Tools for K-12 Online Learning	2
EDIT 764	The ART of Online Communication	3
EDIT 765	Facilitating K-12 Online Learning	2
EDIT 766	Understanding Online Presence	2
EDIT 767	Designing K-12 Online Learning	3
EDIT 768	K-12 Online Design I	1
EDIT 769	K-12 Online Design II	1
Six credits of		6
EDIT 791	Project Development Practicum I	
Six credits of		6
EDIT 792	Project Development Practicum II	
Total Credits		30

Literacy/Reading

A master's degree and one graduate certificate are available to teachers in grades K-12 who are interested in gaining additional expertise in literacy/reading instruction and leadership. Courses combine current theory with practical, hands-on experience. Literacy is also available as a specialization or secondary emphasis in the PhD in Education degree program.

Concentration in Literacy Leadership for Diverse Schools: K-12 Reading Specialist (LLDR)

This concentration includes a 21-credit sequence of courses in literacy/reading instruction and leadership, 3 credits in research methodology, and 9 credits in courses related to diverse learners (English as a second language [ESL], special education, or an individualized program). Completion of all requirements earns students a master's degree in curriculum and instruction plus eligibility for K-12 Reading Specialist License. (Additional licensure requirements include 3 years of teaching under contract and a passing score on state licensure exam). Some coursework in ESL and/or special education may be applied toward add-on licenses in those areas.

Grading Policy

Students must earn a B- or higher in all licensure coursework.

Coursework

EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	3
EDRD 631	Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood	3
EDRD 632	Literacy Assessments and Interventions for Groups	3
EDRD 633	Literacy Assessments and Interventions for Individuals ¹	3
EDRD 634	School-Based Leadership in Literacy	3
EDRD 635	School-Based Inquiry in Literacy	3
Three credits of		3
EDRD 637	Supervised Literacy Practicum ¹	
EDRS 590 or EDSE 590	Education Research Special Education Research	3

Electives

Select three courses from the following: ²		9
EDAT 510	Introduction to Assistive Technology	
EDAT 524	Universal Design for Learning	
EDCI 510	Linguistics for PreK-12 ESOL Teachers	
EDCI 516	Bilingualism and Language Acquisition Research	
EDCI 519	Methods of Teaching Culturally Linguistically Diverse Learners	
EDCI 570	Teaching Young Adult Literacy in a Multicultural Setting	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 517	Computer Applications for Special Populations	
EDSE 540	Characteristics of Students with Disabilities who Access the General Curriculum	
EDSE 619	Applied Behavior Analysis: Principles, Procedures, and Philosophy	
EDSE 628	Elementary Reading, Curriculum, Strategies for Students Who Access the General Education Curriculum	

EDSE 629	Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum	
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	
EDUC 595	Perspectives on Exceptional Teaching	
Total Credits		33

¹ Must be taken concurrently

² Check course descriptions for prerequisites. Substitutions must be approved by your advisor.

Secondary Education (6–12)

The secondary education concentrations with a licensure component are designed to meet the needs of individuals who wish to be licensed or need to satisfy the requirements of a provisional license to teach at the secondary level. Specific endorsement areas are biology, chemistry, earth science, English, history and social science, mathematics, and physics. Note: only six credits (in total) may be taken as non-degree or transferred (with coordinator approval) from another accredited institution.

Grading Policy

Students enrolled in this degree program must earn a B or higher in all coursework.

Field Experience

Field experiences in public schools will be required throughout the program (a maximum of 15-30 clock hours per course or 45 clock hours per term). Arrangements will be made at the beginning of each term.

Internship Options

A 6-credit 16-week daytime internship (EDCI 790 Internship in Education) is required for completion of the state-approved licensure program.

Two options are available to meet the needs of most individuals:

- Student teaching internship: A one-term daytime internship in the classroom of a mentor teacher. Teacher candidate assumes co-teaching and independent teaching responsibilities.
- On-the-job internship: Available only to students who are employed as full-time provisionally licensed teachers and teaching in their endorsement area in an accredited middle or secondary school and want to complete a master's degree. In lieu of an internship, provisionally licensed teachers may choose to use their full-time teaching to satisfy the experience requirement for a full license; however, the 35-credit master's degree requires that 6 credits of approved coursework be substituted for the internship.

Concentration in Secondary Education Biology (SECB)

Licensure Requirements

EDCI 573	Teaching Science in the Secondary School	3
EDCI 673	Advanced Methods of Teaching Science in the Secondary School	3
Six credits of		6
EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3

EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirement

EDUC 675	Research in Secondary Education	3
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Electives

Select nine credits from the following: ¹ 9

EDCI 671	Innovations in Science Teaching	
EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 547	Scientific Inquiry and the Nature of Science	

Total Credits 35

¹ Other courses may be considered with advisor approval.

Concentration in Secondary Education Chemistry (SECC)

Licensure Requirements

EDCI 573	Teaching Science in the Secondary School	3
EDCI 673	Advanced Methods of Teaching Science in the Secondary School	3

Six credits of 6

EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3
EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirement

EDUC 675	Research in Secondary Education	3
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Electives

Select nine credits from the following: ¹ 9

EDCI 671	Innovations in Science Teaching	
EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 547	Scientific Inquiry and the Nature of Science	

Total Credits 35

¹ Other courses may be considered with advisor approval.

Concentration in Secondary Education Earth Science (SECS)

Licensure Requirements

EDCI 573	Teaching Science in the Secondary School	3
EDCI 673	Advanced Methods of Teaching Science in the Secondary School	3
Six credits of		6
EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3
EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirement

EDUC 675	Research in Secondary Education	3
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Electives

Select nine credits from the following: ¹ 9

EDCI 671	Innovations in Science Teaching	
EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 547	Scientific Inquiry and the Nature of Science	

Total Credits 35

¹ Other courses may be considered with advisor approval.

Concentration in Secondary Education English (SECE)

Licensure Requirements

EDCI 569	Teaching English in the Secondary School	3
EDCI 669	Advanced Methods of Teaching English in the Secondary School	3
Six credits of		6
EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3
EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirements

EDUC 675	Research in Secondary Education	3
EDCI 570	Teaching Young Adult Literacy in a Multicultural Setting	3

Electives

Select six credits from the following: ¹ 6

EDCI 516	Bilingualism and Language Acquisition Research	
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EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	
EDRD 631	Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 537	Introduction to Culturally Linguistically Diverse Learners	
Total Credits		35

¹ Other courses may be considered with advisor approval.

Concentration in Secondary Education History and Social Science (SECH)

Licensure Requirements

EDCI 567	Teaching Social Studies in the Secondary School	3
EDCI 667	Advanced Methods of Teaching Social Sciences in the Secondary School	3
Six credits of		6
EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3
EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirement

EDUC 675	Research in Secondary Education	3
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Electives

Select nine credits from the following: ¹ 9

EDCI 510	Linguistics for PreK-12 ESOL Teachers	
EDCI 516	Bilingualism and Language Acquisition Research	
EDCI 519	Methods of Teaching Culturally Linguistically Diverse Learners	
EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDIT 572	Digital Audio/Video Design and Applications	
EDIT 611	Innovations in e-Learning	
EDRD 630	Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood	
EDRD 631	Literacy Foundations and Instruction for Diverse Populations: Adolescence Through Adulthood	

EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 592	Effective Collaboration for Teaching Diverse Learners in Secondary Social Studies	
Total Credits		35

¹ Other courses may be considered with advisor approval.

Concentration in Secondary Education Mathematics (SECM)

Licensure Requirements

EDCI 572	Teaching Mathematics in the Secondary School	3
EDCI 672	Advanced Methods of Teaching Mathematics in the Secondary School	3
Six credits of		6
EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3
EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirement

EDUC 675	Research in Secondary Education	3
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Electives

Select nine credits from the following: ¹ 9

EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDIT 590	Educational Research in Technology	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 547	Scientific Inquiry and the Nature of Science	
Total Credits		35

¹ Other courses may be considered with advisor approval.

Concentration in Secondary Education Physics (SECP)

Licensure Requirements

EDCI 573	Teaching Science in the Secondary School	3
EDCI 673	Advanced Methods of Teaching Science in the Secondary School	3
Six credits of		6
EDCI 790	Internship in Education	
EDCI 791	Internship Seminar in Secondary Teaching	2
EDRD 619	Literacy in Content Areas	3

EDUC 522	Foundations of Secondary Education	3
EDUC 672	Human Development and Learning: Secondary Education	3

MEd Requirement

EDUC 675	Research in Secondary Education	3
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Electives

Select nine credits from the following: ¹ 9

EDCI 671	Innovations in Science Teaching	
EDEP 551	Principles of Learner Motivation	
EDEP 653	Culture and Intelligence	
EDIT 504	Introduction to Educational Technology	
EDSE 501	Introduction to Special Education	
EDSE 502	Classroom Management and Applied Behavior Analysis	
EDSE 626	The Inclusive Classroom	
EDUC 547	Scientific Inquiry and the Nature of Science	
Total Credits		35

¹ Other courses may be considered with advisor approval.

Transformative Teaching Concentration in Transformative Teaching (TTCH)

This concentration provides experienced school-based educators with valuable online and face-to-face professional development opportunities that help them to:

- continually surface and rethink the routines and assumptions that shape their work in schools;
- reflect upon their practice in the critical company of others;
- design thoughtful and constructive responses to the obstacles that inhibit teaching and student learning;
- develop the skills and dispositions to keep them in the classroom and in schools;
- be leaders in their schools, in their professional associations, and in their communities around the world as civically engaged advocates for educators and students.

Experienced educators with or without a master's degree may apply for the 30-credit master's degree program.

Coursework

EDUC 647	Critical Reflective Practice	1.5
EDUC 649	Critical Dialogue in Education	1.5
EDUC 651	Critical Theories and Pedagogies	3
EDUC 653	Technology and Learning	3
EDUC 655	Teacher Research Methods	3
EDUC 657	Teaching for Democracy and Social Justice	3
EDUC 659	Teacher Leadership	1.5
EDUC 661	Teacher Empowerment and Policy	1.5
EDUC 663	Culturally Relevant Pedagogy	3
EDUC 665	Teacher Inquiry in Practice I	3
EDUC 667	Teacher Inquiry in Practice II	3

EDUC 669	Teaching and Learning in Practice	3
Total Credits		30

Accelerated Master's

Biology, BA or BS/Curriculum and Instruction, Accelerated MEd (Secondary Education Biology concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in Biology (degree without concentration) and an MEd in Curriculum and Instruction (concentration in secondary education biology) in an accelerated time-frame after satisfactory completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the Biology Undergraduate Program and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students must complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 573	3	EDCI 673	3
EDUC 672	3	EDRD 619	3
		6	6
Total Credits 12			

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

Chemistry, BA or BS/Curriculum and Instruction, Accelerated MEd (Secondary Education Chemistry concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's option and obtain a BA or BS in Chemistry (degree without concentration) and an MEd in Curriculum and Instruction (concentration in secondary education chemistry) in an accelerated time frame after completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the Department of Chemistry and Biochemistry and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 573	3	EDCI 673	3
EDUC 672	3	EDRD 619	3
		6	6

Total Credits 12

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

Earth Science, BS/Curriculum and Instruction, Accelerated MEd (Secondary Education Earth Science concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's option and obtain both a BS in Earth Science and an MEd in Curriculum and Instruction (concentration in secondary education earth science) in an accelerated time-frame after satisfactory completion

of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the Department of Atmospheric, Oceanic and Earth Sciences and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 573	3	EDCI 673	3
EDUC 672	3	EDRD 619	3
		6	6
Total Credits 12			

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

English, BA or Creative Writing, BFA/ Curriculum and Instruction, Accelerated MEd (Secondary Education English concentration)

Overview

Highly-qualified Mason undergraduates may be admitted to the bachelor's/accelerated master's option and obtain both a BA in English or a BFA in Creative Writing and an MEd in Curriculum and Instruction (concentration in secondary education English) in an accelerated time-frame after satisfactory completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the Department of English and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 569	3	EDCI 669	3
EDUC 672	3	EDRD 619	3
		6	6
Total Credits 12			

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

History, BA / Curriculum and Instruction, Accelerated MEd (Secondary Education History and Social Science Concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's option and obtain both a BA in History and an MEd in Curriculum and Instruction (concentration in secondary education history and social science) in an accelerated time-frame after satisfactory completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the Department of History and Art History and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors->

accelerated-masters-program) on the College of Education and Human Development web site.

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 567	3	EDCI 667	3
EDUC 672	3	EDRD 619	3
		6	6

Total Credits 12

Integrative Studies, BA (Social Science for Education Concentration)/Curriculum and Instruction, Accelerated MEd (Secondary Education History and Social Science Concentration)

Overview

Highly-qualified Mason undergraduates may be admitted to the bachelor's/accelerated master's option and obtain both a BA in Integrative Studies (concentration in social science for education) and an MEd in Curriculum and Instruction (concentration in secondary education history and social science) in an accelerated time-frame after satisfactory completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the School of Integrative Studies and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 567	3	EDCI 667	3
EDUC 672	3	EDRD 619	3
		6	6

Total Credits 12

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing

for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

Mathematics, BA or BS/Curriculum and Instruction, Accelerated MEd, (Secondary Education Mathematics concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain a BA or BS in Mathematics and an MEd in Curriculum and Instruction (concentration in secondary education mathematics) in an accelerated time-frame after satisfactory completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

This accelerated option is offered jointly by the Department of Mathematical Sciences and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 572	3	EDCI 672	3
EDUC 672	3	EDRD 619	3
		6	6

Total Credits 12

Alternative course options are available for students who begin their program in the spring. Students should contact the coordinator for the Bachelor's/Accelerated Master's Degree program in the College of Education and Human Development.

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office

and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

Physics, BS/Curriculum and Instruction, Accelerated MEd (Secondary Education Physics concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain both a BS in Physics and an MEd in Curriculum and Instruction, Secondary Education Physics Concentration in an accelerated time-frame after satisfactory completion of 149 credits. See AP.6.7 Bachelor's/Accelerated Master's Degrees for policies related to this program.

This accelerated option is offered jointly by the department of Physics and Astronomy and the Graduate School of Education.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>).

Accelerated Option Requirements

Students complete the following courses in their senior year:

Senior			
Fall Semester	Credits	Spring Semester	Credits
EDCI 573	3	EDCI 673	3
EDUC 672	3	EDRD 619	3
		6	6
Total Credits 12			

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Early Childhood Education for Diverse Learners Concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's program and obtain either a BA or BS in any degree area and an MEd in Curriculum and Instruction, (Early Childhood Education for Diverse Learners concentration) in an accelerated time-frame after completion of 144 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this program.

Students in an accelerated degree program must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's program, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>) on the College of Education and Human Development web site.

Accelerated Option Requirements

Students complete up to 12 credits of ECED courses in their senior year	12
Total Credits	12

While undergraduate students, accelerated master's students are able to apply two of the courses taken above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.

Bachelor's Degree (any)/Curriculum and Instruction, Accelerated MEd (Elementary Education Concentration)

Overview

Highly-qualified undergraduates may be admitted to the bachelor's/accelerated master's option and obtain either a BA or BS in any degree area and an MEd in Curriculum and Instruction, (Elementary Education concentration) in an accelerated time-frame after satisfactory completion of 159 credits. See AP.6.7 Bachelor's/Accelerated Master's Degree for policies related to this option.

Students in an accelerated degree option must fulfill all university requirements for the master's degree. For policies governing all graduate degrees, see AP.6 Graduate Policies.

Application Requirements

Applicants to all graduate programs at George Mason University must meet the admission standards and application requirements for graduate study as specified in Graduate Admissions Policies. For information specific to this accelerated master's option, see Application Requirements and Deadlines (<https://cehd.gmu.edu/bachelors-accelerated-masters-program>) on the College of Education and Human Development website.

Accelerated Option Requirements

Required Courses

Students complete the following courses in their senior year:

EDUC 542	Foundations of Education	3
EDUC 543	Children, Family, Culture, and Schools, 4-12 Year Olds	3
EDCI 544	Curriculum and Methods of Teaching in Elementary Education	3
EDCI 555	Literacy Teaching and Learning in Diverse Elementary Classrooms I	3
Total Credits		12

While undergraduate students, accelerated master's students are able to apply two of the courses listed above to both the bachelor's and master's degrees. These courses are considered advanced standing for the MEd. A minimum grade of B must be earned to be eligible to count as advanced standing. The other two courses are taken as reserve graduate credit and do not apply to the undergraduate degree. Early in their final undergraduate semester, students must submit the Bachelor's/ Accelerated Master's Transition Form to the CEHD Admissions Office and specify which of the four courses are to be designated as advanced standing and reserve graduate credit.